

2015-2016 Parent-Student Handbook



MARINE SCIENCE MAGNET HIGH SCHOOL

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Dr. Nicholas J. Spera
Principal

2015-2016 Faculty and Staff

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Principal

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Dean of Students

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Dr. Eileen S. Howley
LEARN, Executive Director
44 Hatchetts Hill Road
Old Lyme, CT 06371
(860) 434-4800

August 2015

Dear MSMHS Family,

The Marine Science Magnet High School of Southeastern Connecticut is a safe, respectful and nurturing environment. Our professional learning community is committed to 21st century instruction that promotes effort and ensures academic rigor through a challenging curriculum responsive to the diverse interests of a broad spectrum of students. We believe that effort creates ability and that all students will succeed. We provide students with the opportunities to develop the skills and character needed to be active and responsible citizens in a global community.



Even if you are already familiar with the Marine Science Magnet High School, you should take the time to read this handbook to become knowledgeable about the policies and/or procedures that have been included, some of which are new. It should be kept available as a ready reference so it can be consulted whenever new situations and/or concerns arise.

In order to continue the school's commitment to excellence, it is necessary to develop a mutual understanding and working partnership among parents, staff, and students. The cornerstone of such a partnership is effective communication. This MSMHS PARENT-STUDENT HANDBOOK is part of our plan to develop mutual understanding. During the school year, I will be asking our MSMHS family members to participate on one of our School Improvement Committees where we will examine, revise, and edit policies and procedures found in this handbook. Throughout the school year, please inform us if you discover any areas that should be added or expanded upon.

After reading the Parent-Student Handbook, **please return the Stakeholder Signature Page by September 1, 2015 to the appropriate advisor.**

The cornerstone of our success has been our core belief that *Effort Creates Ability* and *All Students Will Succeed*. With our students' acceptances to the nation's top colleges and universities, along with our CAPT scores, this research based belief has been confirmed. The Connecticut State Department of Education awarded MSMHS twice with the School of Distinction Award for Highest Overall Performance in 2013 and 2014. Moreover, our school continues to be placed in the top 10 in the state for CAPT performance year after year. On behalf of the entire faculty and staff, I thank you for your incredible passion and unwavering commitment towards living our core values and beliefs. The efforts of the entire MSMHS Family have created one of the most premier high schools in Connecticut!

Best of luck on a rewarding year and GO NAVIGATORS!

Sincerely,

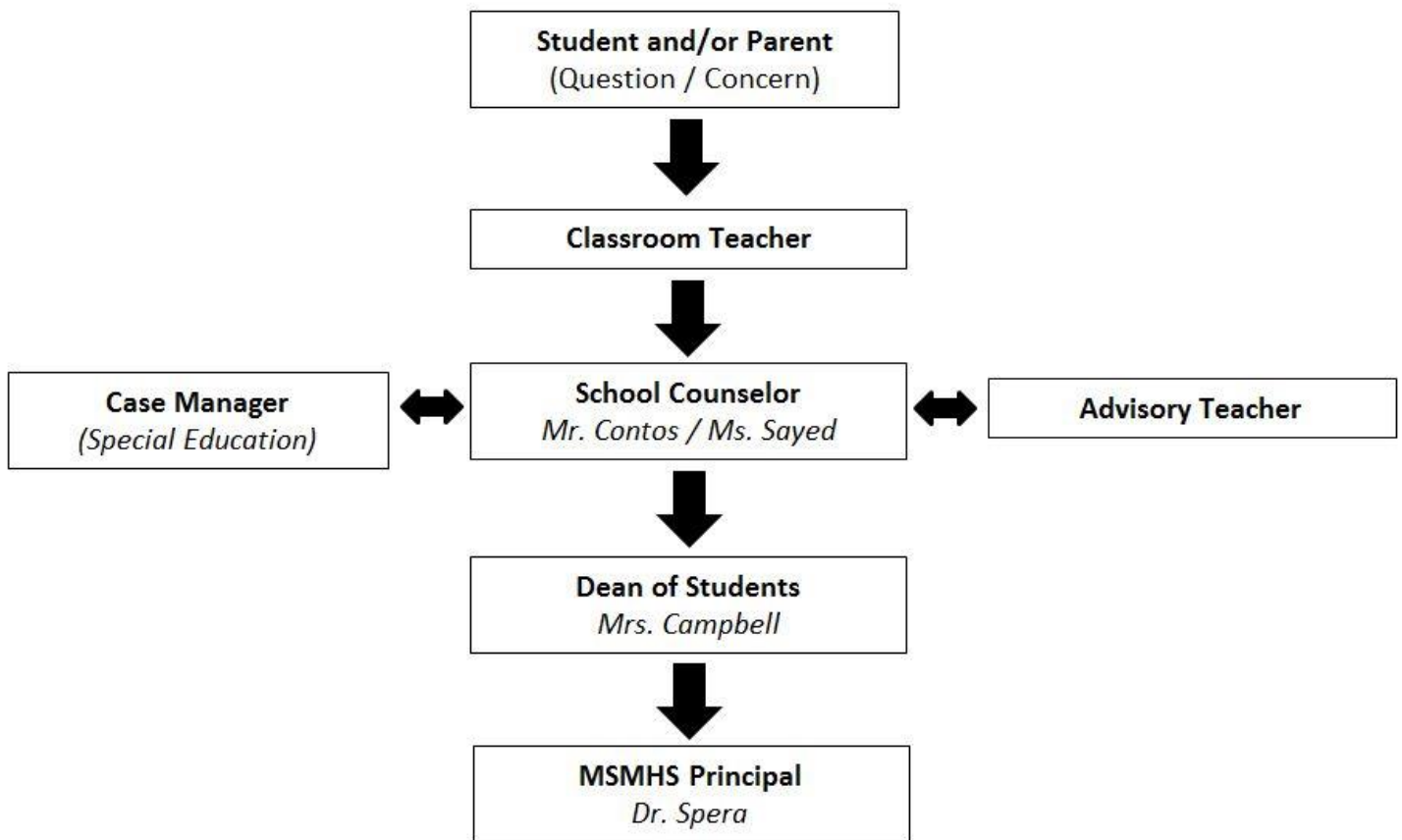
A handwritten signature in black ink, appearing to read "N. Spera". The signature is fluid and cursive, written over a light blue grid background.

Dr. Nicholas J. Spera
MSMHS Principal

MSMHS Communication Flow Chart

Parent-School Communication Plan:

The Marine Science Magnet High School encourages students and parents to take every opportunity to foster positive dialogue with faculty and staff (see flow chart below). In the event a question or concern arises, students and parents should make their first contact with the classroom teacher. If the situation remains unsolved, the student and/or parent should then seek conversation with the school counselor, advisory teacher, or case manager (for special education students). Should the situation continue to be an issue, students and parents should contact MSMHS Administration beginning with Mrs. Campbell, Dean of Students, followed by the MSMHS Principal, Dr. Spera.



**MARINE SCIENCE MAGNET HIGH SCHOOL
2015– 2016**

Stakeholder Signature Page

August 2015

Dear Parent/Guardian:

This Parent-Student Handbook contains pertinent Marine Science Magnet High School and LEARN policies, regulations, and other requisite annual notices, guidelines and rules. All students and parents will receive a hard copy of this handbook at the beginning of the school year. This handbook and the information found within is also located on the school website: **www.msmhs.com**.

However, if you do not have access to the internet and/or otherwise need an additional printed copy of the Parent-Student Handbook, please contact the school office and a copy will be provided to you free of charge.

Please sign the following statement and return this page to the school office by September 1, 2015.

I have received notification that the Marine Science Magnet High School Annual Notification of District Policies Handbook is on the school’s web site and is also available directly from the school office. I have read and understand the guidelines and rules set forth in the handbook and any policies contained therein. I agree to abide by the policies and regulations of the Marine Science Magnet High School and LEARN Regional Educational Service Center. We, the parent and student, also agree to support the positive MSMHS Culture and Climate along with its policies and procedures as scripted in this handbook.

Student Name _____

Student Signature _____

Student’s Advisory Teacher _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date _____

A complete LEARN Policy Manual is available for review in the principal’s office at the school.

MSMHS Student Laptop Acceptance Form – School Year 2015-2016

Last Name: _____ First Name: _____

Grade Level: _____ Address: _____

*Please read the following memorandum of agreement. **Each year students will receive a laptop once this form has been completed and returned to MSMHS. Please return by September 1, 2015.***

I understand that all laptop computers, equipment, and/or accessories the Marine Science Magnet High School has provided to me are the property of LEARN and MSMHS. I agree to all of the terms in the Parent-Student Handbook and the Acceptable Computer Use Policy.

I will **not install** additional software or change configuration of the equipment without the expressed written consent of the MSMHS Administration.

I understand that I am personally responsible for any damage to or loss of any laptop computer and/or related equipment and accessories. I understand that I will need to pay for any lost power cords, styluses, or any other accessories that need replacement, and for any damage to the laptop that requires repair.

I will return the equipment to the district in the same condition in which it was provided to me. I understand that a violation of the terms and conditions set out in this policy will result in the restriction and/or termination of my use of the LEARN/MSMHS laptop computers, equipment, and/or accessories and may result in further discipline. Failure to return equipment may result in a referral to the Groton City Police Department.

Student Signature _____ Date: _____

Parent Signature _____ Date: _____

Home Phone (_____) _____ Cell Phone (_____) _____

Information below to be completed by Marine Science Magnet High School personnel

Computer Model _____ Serial or Service Tag# _____

Items Loaned/Condition – If used or damaged please make additional comments

<u>Item</u>	<u>Loaned</u>	<u>Condition</u>
Computer	Yes _____ No _____	New ___ Used ___ Damaged ___
Power Supply & Cord	Yes _____ No _____	New ___ Used ___ Damaged ___
Stylus	Yes _____ No _____	New ___ Used ___ Damaged ___
Misc:	Yes _____ No _____	New ___ Used ___ Damaged ___
Misc:	Yes _____ No _____	New ___ Used ___ Damaged ___

Additional Comments: (overall conditions, scratched, dented, bent, missing keys and/or parts)

Signed out by: _____ Date: _____

2015-2016 SCHEDULE

School Hours

Classes begin: 7:30 am
Dismissal: 1:43 pm

Office Hours

7:00 am – 3:00 pm

TIMES		REGULAR DAY	TIMES		ADVISORY DAY
START	END	BLOCK	START	END	BLOCK
7:30	8:57	Block 1 (87 min)	7:30	8:10	<i>Student Advisory (All Students)</i>
9:01	10:24	Block 2 (83 min)	8:14	9:27	Block 1 (73 min)
10:28	12:16	Block 3 (83 min)	9:31	10:44	Block 2 (73 min)
10:28	10:53	Lunch 1	10:48	12:26	Block 3 (73 min)
11:20	11:45	Lunch 2	10:48	11:12	Lunch 1
11:52	12:16	Lunch 3	11:25	11:50	Lunch 2
12:20	1:43	Block 4 (83 min)	12:01	12:26	Lunch 3
			12:30	1:43	Block 4 (73 min)

DATES FOR QUARTER ENDINGS & POWERSCHOOL UPDATES

Quarter One

10/29/15 End of Quarter One
11/05/15 Grades Due
11/12/15 Report Cards Distributed

Parent/Teacher Conferences

11/04/15 – 2:20 pm – 5:00 pm
11/05/15 – 5:20 pm – 8:00 pm

Quarter Two

01/15/16 End of Quarter Two
01/22/16 Grades Due
01/29/16 Report Cards Distributed

Quarter Three

03/24/16 End of Quarter Three
03/31/16 Grades Due
04/07/16 Report Cards Distributed

Quarter Four

06/06/16 End of Quarter Four
06/09/16 Grades Due
06/23/16 Report Cards Distributed

Parent/Teacher Conferences

04/06/16 – 2:20 pm – 5:00 pm
04/07/16 – 5:20 pm – 8:00 pm

***All teachers are expected to update PowerSchool weekly.** Updates should be completed in a timely fashion to promote communication with families and provide adequate opportunity for improvement where needed. It is recommended that teachers provide information on **Back-To-School Night (Wednesday, September 16)** explaining their grading policy and approximate PowerSchool updates.

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History of Marine Science Magnet High School of Southeastern Connecticut

In the 1970's, Connecticut's State Board of Education (CSDE) authorized the development of four regional marine high schools in the state. Two such schools were then built: New Haven's Sound School in 1980 and Bridgeport's Aquaculture School in 1993.

In 1998, three school districts in southeastern Connecticut proposed other aquaculture schools. Then-Commissioner Dr. Theodore Sergi requested that the three districts work together with LEARN, the Regional Educational Service Center (RESC) for southeastern Connecticut, to submit one proposal. An additional district came on board in 1999, and the four districts worked collaboratively with LEARN Executive Director Dr. Virginia Seccombe to develop a proposal. A Magnet School Operations Plan was submitted in December of 2000; a final revision was submitted to SDE in May of 2001.

The Governance Committee of MSMHS began in 2000 to diligently research sites for the new school. Through working with community leaders and the Town of Groton, a site for the Marine Science Magnet High School was established at 130 Shennecossett Road in Groton. Dr. Nicholas Spera, the first MSMHS Principal, opened the school on September 1, 2011.

MSMHS was awarded the School of Distinction Award for the Highest Overall Performance in 2013 and 2014, by the Connecticut State Department of Education. MSMHS's first graduating class, the Class of 2014, achieved the highest CAPT scores amongst all the high schools in Connecticut in the areas of writing, reading, and science according to SPI data. In 2012 and 2013, MSMHS ranked second and tenth respectively in overall CAPT performance in all four areas of mathematics, science, reading, and writing. MSMHS has been ranked in the top ten overall in CAPT testing for each year in its existence.

In August 2013 MSMHS received candidacy status from the New England Association of Schools and Colleges (NEASC). In March 2016 a NEASC accreditation team will be visiting MSMHS for its first full accreditation status.

In June 2014, MSMHS held its first graduation at the University of Connecticut Avery Point campus. Twenty-three students from the Class of 2014 received the first-ever MSMHS high school diploma in the presence of LEARN Executive Director Dr. Eileen Howley, USCGA Rear Admiral Sandra Stosz, and MSMHS Principal Dr. Nicholas Spera. One hundred percent of the graduating class went on to secondary education.

Over the past two years, MSMHS graduates have attended a two or four year college or university in fifteen different states, including United States Coast Guard Academy (USGCA), University of Virginia, Duke University, Bates College, and University of Connecticut.



CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

The Marine Science Magnet High School of Southeastern Connecticut is a safe, respectful and nurturing environment. Our professional learning community is committed to 21st century instruction that promotes effort and ensures academic rigor through a challenging curriculum responsive to the diverse interests of a broad spectrum of students. Furthermore, MSMHS collaborates with all stakeholders to prepare students for higher education and/or marine-related employment by supporting the personal, academic and career goals of every student. We believe that effort creates ability and that all students will succeed. We provide students with the opportunities to develop the skills and character needed to be active and responsible citizens in a global community.

The Marine Science Magnet High School community has identified the following learning expectations for all students:

Academic Competencies:

1. Read and write effectively for a variety of purposes;
2. Speak effectively with a variety of audiences in an accountable manner;
3. Employ mathematical problem-solving skills effectively;
4. Apply scientific knowledge and concepts to a variety of investigative tasks;
5. Demonstrate an understanding of the essential concepts within the field of marine science;
6. Use technology responsibly to create, research, synthesize, and communicate information fluently;
7. Make decisions and solve problems in independent and collaborative settings;

Civic and Social Competencies:

8. Take responsibility for his/her own learning and behavior;
9. Value human, cultural, and natural diversity;
10. Meet their civic responsibilities to society and the natural environment.

GENERAL INFORMATION

Building Use/Activities

Request forms for activities such as dances, dinners, after-school meetings, etc., may be secured from Administration Office Manager, Ms. MacHaffie. The Building Use Form indicates the pre-planning required and deadlines for request. Final approval of all activities rests with the MSMHS Administration.

Lost or Damaged School Materials/Equipment

Students are responsible for the care of all school materials loaned to them. This includes textbooks, school locks, laptops and accessories, tools, etc. Failure to return them in good condition will result in a replacement or repair charge. In accordance with state law, the school reserves the right to withhold grades, report cards and/or transcripts until the obligation is cleared. However, the school will not withhold a transcript from a college or other secondary school to which the student has applied. **Seniors with an outstanding obligation will not participate in graduation ceremonies.**

Publicity/Media Relations

To promote the school mission and properly inform the public about MSMHS, all students and their parents are asked upon enrollment at MSMHS to provide the school with a signed Public Relations Permission Form authorizing photographic, video and television coverage of events involving students.

School Cancellation/Late Openings

In the event of a school cancellation, delay, or early dismissal due to inclement weather, a phone call, email and/or a text message will be sent through SchoolMessenger to notify parents. SchoolMessenger is a parent-notification system that allows administrators to deliver messages to home phones, work phones, cell phones, email addresses and text message devices in a matter of minutes.

EARLY CLOSINGS: If the weather causes MSMHS to close early, dismissal will be at 11:50 a.m. and an announcement will be made on the local television stations as well as through SchoolMessenger.

You may also listen to local radio announcements or local TV news for your local school district's announcements. Your local district's decision may differ from MSMHS closings or delay. For example, if your local district decides to cancel school and MSMHS is still open, you may choose to drive your child to the school, as there will be no transportation provided by your district. If a student does not attend MSMHS when their local district is closed, it will be marked as a **EXCUSED** absence. As with any absence, the student is responsible for any missed work or assignments. The same is true when the delayed opening times are different.

School and Office Hours

Classes begin at 7:30 am and dismissal is 1:43 pm. The hours of the MSMHS main office are 7:00 am – 3:00 pm.

School Schedule

MSMHS operates on an alternate-day block schedule (A,B,A,B) utilizing primarily an alternate-day schedule, and secondarily a split-day schedule. The Advisory Day Schedule will take place every Tuesday and Friday.

Transportation

Under current magnet school law, transportation to MSMHS is the responsibility of the parent(s)/guardian(s) or of the home school district if it chooses to provide transportation. Students or parents should contact their local superintendent's office to obtain information on transportation procedures.

Students are reminded that flagrant disobedience, misconduct or jeopardizing transportation safety can result in disciplinary action up to, and including, temporary removal of students from school transportation to and from MSMHS or participating in MSMHS field trips.

Visitors

All visitors must sign in immediately at the school office before proceeding to other areas of the school or school grounds. Parents or other visitors desiring a meeting with school staff must arrange an appointment in advance. Students are not allowed to bring visitors to school, except for school purposes and with prior authorization from the school administration. Visitor access is allowed unless the visit is not in the best interest of students, staff, or the school district as determined by administration. Student visitors and alumni are not permitted during school hours. Parents/guardians of students who are potential applicants must contact the guidance office to schedule an appointment.

ACADEMICS

The Principal and Dean of Students are responsible for the coordination and supervision of the entire educational and co-curricular program at MSMHS.

Afterschool Expectations:

Students are encouraged to participate in afterschool activities and clubs. Students who are receiving extra help from a teacher, tutoring or working with a teacher in a small group will be able to meet upstairs in the library media center or the teacher's classrooms. Students not working with a teacher after school or participating in an afterschool club or activity must remain in the Great Hall area after school is dismissed, except during the fencing season. **Students should not "hang-out" at MSMHS unless they are working independently or in groups with their classmates.** No food or drink is allowed in the library media center during or after school hours.

Extra Help:

Students interested in receiving extra help from teachers, or in meeting with their teacher before or after school, need to schedule a mutually agreed upon time to meet with their teacher. Teachers may require specific procedures for requesting appointments for extra help. Please know that teachers will be unable to meet with students on Wednesdays due to regularly scheduled faculty meetings. All teachers will explain the desired procedures in their course syllabus.

Advanced Academic Programs

Advanced Placement (AP) Program

The Advanced Placement (AP) Program and the Early College Experience (ECE) program at the Marine Science Magnet High School are intended to challenge and prepare students for the rigors of college. Students enrolled in courses designated as both AP and ECE must be enrolled in both programs and pay both fees associated with the courses to receive MSMHS credit. AP

and ECE classes are assigned a higher weight to the GPA scale, assist students with earning college credit, and strengthen student transcripts during the college admissions process. Furthermore, students enrolling in a combined AP and ECE course must pay both fees to the University of Connecticut and the College Board and must take the Advanced Placement exam in order to receive credit for an AP/ECE course. In order to receive these added academic benefits, it is expected that students will subscribe to the understanding that the academic rigor and teacher expectations will be higher than that of the Honors level. Students must obtain and fully complete the summer assignments which may be distributed while being self-motivated to study and prepare over and above scheduled course meetings.

Students must register and take the Advanced Placement Exam in the spring. Students must be enrolled in the AP course in order to take the exam. Payment for the AP tests and the tuition for ECE must be completed before the beginning of the school year. After October 1st, there will be no refunds for the courses taken within the program. Advanced Placement exams are administered at MSMHS and are scheduled as follows:

AP Chemistry – <i>Mon., May 2, 2016; 8:00 am</i>	AP Biology – <i>Mon., May 9, 2016; 8:00 am</i>
AP Env. Science – <i>Mon., May 2, 2016, 8:00 am</i>	AP Human Geo. – <i>Fri., May 13, 2016; 8:00 am</i>
AP Calculus (AB) – <i>Thurs., May 5, 2016; 8:00 am</i>	AP US History – <i>Fri., May 6, 2016; 8:00 am</i>
AP Statistics - <i>Thurs., May 12, 2016, 12 pm</i>	AP Psychology – <i>Mon., May 2, 2016, 12pm</i>
AP English Lang. & Composition – <i>Wed., May 11, 2016; 8:00 am</i>	

UConn Early College Experience (ECE)

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head-start on a college degree and other postsecondary opportunities. UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity, and critical thinking – all important for success in college and careers. MSMHS offers UConn ECE courses in World Maritime History, Marine Science – Introduction to Oceanography, Biology, US History, Environmental Science, Spanish, English Literature & Composition. UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit.

Assessment and Testing

Assessment

Student performance at MSMHS is evaluated in terms of letter grades in courses taken each semester and year, and also in terms of proficiency ratings on rubrics assessing achievement of the ten school-wide graduation expectations over the course of four years.

- A rating of Proficient or 3 on a five-point assessment rubric designates the minimum level of successful skill performance for the ten school-wide graduation expectations. (*See Rubrics on page 16 and Appendix A – ‘MSMHS School-Wide Rubrics’*)
- A grade of D or 65 is required to pass a course, meaning the student has met the minimum level of acceptable achievement on the content in that course.
- Ultimately, unsatisfactory performances can result in an F at the end of a marking period or a course, and therefore a need to repeat the course if it is required for graduation or as a prerequisite for another course.

Teachers may allow opportunities to improve specific assessments and assignments as outlined in their course syllabus. Each Department/Professional Learning Community (PLC) will communicate a specific procedure for assessment and assignment re-takes. For specific higher level courses including Advanced Placement (AP) and Early College Experience (ECE), re-takes

on assessments may not be allowed according to specific course and/or teacher policies. If students have questions regarding the teacher's policy on this matter, they should follow the MSMHS Communication Flowchart noted on page 3 of the Student Handbook.

College Board

MSMHS is a Level II AI Code authorized location for PSAT, SAT and AP exams. The MSMHS AI Code is 070252.

Connecticut Academic Performance Test (CAPT)

The Connecticut Academic Performance Test (CAPT) is a statewide Grade 10 science assessment authorized by the Connecticut General Statutes Sec. 10-14n. The purposes of the CAPT test are to:

- establish high performance standards for all students;
- ensure that students can apply their academic skills to realistic, everyday problems;
- promote better instruction and curriculum by providing timely reports of students' strengths and weaknesses; and
- provide accountability for Connecticut's education system.

State legislation mandates that all Grade 10 public school students in Connecticut participate in the CAPT. The CAPT will be administered annually in March.

Connecticut Physical Fitness Assessment

The Connecticut Physical Fitness Assessment (CPFA) is a statewide assessment of fitness administered in Grades 4, 6, 8, and 10. Section 10-220(c) of the Connecticut General Statutes required that student physical fitness performance be reported as part of the district's Strategic School Profile. The CPFA is administered annually. All students in Grade 10 must be tested. Students with physical disabilities or medical conditions, whose participation in the test items would be contraindicated because of their health, and who have a medical exemption on file in the school and/or limited activities through an Individual Education Plan (IEP) or a 504 Plan may be exempt from participating in part or all of the CPFA.

Language Assessment Scales - (LAS Links)

The No Child Left Behind Act of 2001 requires that all school districts assess the English proficiency of all English language learner students (ELL). The Language Assessment Scales (LAS Links) Reading, Writing, Listening, and Speaking assessments will be administered annually to all identified ELL students in Grades 9 through 12. The state standard for achievement on the LAS Links Assessment is an "Overall" score of Level 4 or higher.

Measures of Academic Progress (MAP)

All 9th grade students along with targeted students in grades 10, 11 and 12 will take the Measures of Academic Progress (MAP) assessment multiple times during the school year. This assessment will provide the MSMHS staff with essential information needed to provide personalized instruction for every student. This data will allow MSMHS to measure the growth of students over a period of time.

Rubrics

Based upon the *MSMHS Core Values, Beliefs, and Learning Expectations Statement*, the school-wide analytic rubrics incorporate the school's 21st century learning expectations addressing academic, social and civic competencies. Teachers assess students using the nine rubrics as a guideline to determine their particular level of achievement: beginning, approaching proficient, proficient, approaching exemplary, and exemplary. In May of an MSMHS student's senior year, students must create and present a Capstone Graduation Portfolio which shows evidence of proficiency in all ten competencies before graduating from MSMHS.

Grading/Grade Reporting

Grading of student performance in courses is based on a fifty-point scale. Overall evaluation in a course is measured in a number of ways: class participation, homework, written work, performance assessments, and subjective and objective testing at intervals during the course.

MSMHS teachers create common syllabuses that contain specific policies and procedures specific with to their department's PLCs. Grading is scaled in a uniform manner which allows for a simplistic approach for students and parents to follow. Below is the breakdown of the grading scales for assignments and assessments:

<i>Homework:</i>	<i>10 pt. increments</i>
<i>Classwork:</i>	<i>10 pt. increments</i>
<i>Quiz:</i>	<i>100 pts.</i>
<i>Test:</i>	<i>200 pts.</i>
<i>Lab/Lab Reports:</i>	<i>100 to 200 pts.</i>
<i>Midterms/Finals:</i>	<i>400 pts.</i>

Teachers may adjust the amount of points per assignments based upon the rigor, complexity, or time needed to complete the task. Teachers may also announce that homework assignments are worth additional points the day the assignment is due as a "pop quiz." These pop homework assignments are used to ensure that students are putting maximum effort into their homework and classwork assignments.

Letter	Numerical Equivalent	GPA Equivalent	Honors Weighting	AP/ECE Weighting
A+	97-100	4.3	4.52	4.73
A	93-96	4.0	4.20	4.40
A-	90-92	3.7	3.89	4.07
B+	87-89	3.3	3.47	3.63
B	83-86	3.0	3.15	3.30
B-	80-82	2.7	2.84	2.97
C+	77-79	2.3	2.42	2.53
C	73-76	2.0	2.10	2.20
C-	70-72	1.7	1.79	1.87
D	65-69	1.0	1.05	1.10
F	50-64	0.0	0.0	0.0
P	-----	-----	-----	-----
I	-----	-----	-----	-----

P = Pass (Used for embedded cross-credit courses only)

I = Incomplete (Temporary excused delay, grade and credit still possible)

F = Failure for the marking period or the course

Advanced Placement and Early College Experience Programs

The Advanced Placement (AP) Program and Early College Experience (ECE) Program at MSMHS are intended to challenge and prepare students for the rigors of college. Selections for AP and ECE courses are based on pre-requisite course grades and teacher recommendation. Specifics are included in the MSMHS Program of Studies. AP and ECE classes are assigned a higher weight to the GPA scale, assist students with earning college credit, and strengthen student transcripts during the college admission process.

Class Rank

By policy, class rank will not be reported except for valedictorian and salutatorian in the spring of the students' senior year. Individual weighted GPAs will be reported and the MSMHS transcript will indicate the cumulative weighted GPA. Valedictorian and salutatorian status will be determined by the GPA calculation at the end of the third quarter of the senior year. Students must maintain that GPA through June.

Homework

Homework is a necessary component of most high school courses and will be assigned regularly in all academic subjects. Homework is to be completed outside of class by the student and is a shared responsibility of the school and home. Although homework may be used to supplement work not completed in class, its primary purposes include preparation, reinforcement, remediation, and enrichment, development of study habits and learning strategies, and exploration of resources in libraries, home, and community. It also develops self-reliance, responsibility, independence, and an appreciation for lifelong learning. Teachers will clearly explain to students at the beginning of courses the expectations for homework and the relationship of homework to the determination of a student's grade in the course. In order to benefit fully from any given course, a student must have his/her homework done properly and on time. Homework assignments will be clearly stated, have a specific and significant goal, and take into account individual student differences. The amount of homework will be flexible depending on the goals and objectives of the course. **Students are responsible for obtaining and completing all homework assignments during any time they are absent. Any exceptions must be discussed with and approved by the classroom teachers.**

Honor Roll

Honor Roll is announced by the principal at the end of each quarter. To attain 'High Honors' a student must have a 90% quarter average or higher and no C's or below. 'Honors' consists of an 85% quarter average or higher and no C's. Student with an I (Incomplete) are not eligible for Honor Roll.

Late Work

All teachers will accept late work prior to the end of the appropriate quarter; 50% is the maximum penalty for a late submission. In order to be accepted, the work must be complete and meet all assignment requirements.

Make-Up Work

Students who have been absent are required to consult their classroom teachers about work missed as a result of absence. Students will need to make up missed assignments in a timely manner or in the time specified by the classroom teachers. When absent, the student is responsible for work previously assigned and due on the day he/she returns (unless excused by the teacher). Students who have been absent from classes because of cutting classes and truancy will be allowed to make up work but may not receive credit. This policy does not apply to students returning from suspension.

National Honor Society

Admission to the MSMHS chapter of the National Honor Society is based on qualifications established by the National Honor Society (NHS), an affiliate of the National Association of Secondary School Principals located in Alexandria, VA. The qualifications and procedures of the NHS are contained in the NHS Handbook. The NHS regulations empower a faculty committee to select students in the junior and senior years for admission based on evidence of outstanding Leadership, Character, Scholarship, and Service. MSMHS employs a "rolling admissions" process that employs three NHS induction opportunities for students: second semester junior year, first semester senior year, and second semester senior year.

Progress Reports

Parents/guardians can set up progress reports to be emailed once a week, once every two weeks, once a month, or daily, via PowerSchool. To set these parameters, log onto PowerSchool, input your username and password to access your child's information. Click on the "Email Notification" button to select your preference. Teachers are expected to update PowerSchool on a regular basis to promote communication with families and provide adequate opportunity for improvement where needed. Grades on PowerSchool are accessible for parents, administration, advisors, counselors, and case managers (if applicable).

Report Cards

Report cards are issued four times a year, at the end of each quarter. Students and parents/guardians can access student grades and attendance through the PowerSchool parent portal.

Rubric Competency Report

The *MSMHS Learning Expectation Competency Report* is a compilation of a student's collection of school-wide rubrics over the student's career at MSMHS. This bi-yearly report provides students and parents with the student's current level of competency for all of the learning expectations. Moreover, ratings for each competency are based upon the skills needed before graduating as a senior at MSMHS. For competency number 10, students will meet proficiency through proof and explanation of their community service involvement.

Student Records

A student's school records are confidential and are protected by law from unauthorized inspection or use according to the Family Educational Rights and Privacy Act (FERPA). A cumulative record is maintained for each student that includes a listing of subjects taken, levels of achievement, attendance, and other data including standardized test scores. School records also include name, parent's name, address, birth date and any information recorded in any way that is directly related to a student and maintained by the school.

Parents of students and eligible students may, upon request, inspect and review the student's records by submitting to the school administration a written request that identifies as accurately as possible the record or records for which the request for inspection and review is submitted. An authorized school official will notify parents or eligible students of the date, time and location where the records may be inspected and reviewed. Requests by parents and eligible students to inspect and review the student's education records will be accommodated within ten (10) school days after the receipt of such requests.

Transfer/Withdrawal from School

When a student transfers to another school or when a student withdraws from school, the parent/guardian must contact the guidance office to obtain a transfer/withdrawal form that must be signed by all of the student's teachers, the school nurse and the student's counselor. A **withdrawal form** will be completed by the student and the student's counselor indicating the reasons for withdrawal. **The withdrawal form must be signed by the student, the student's counselor and the student's parent/guardian.**

Public Act 99-288: An Act Concerning Education Accountability

This Act provides that on or before July 1, 2000, each board of education shall review and revise its policy for promotion grade to grade and for graduation in order to ensure that such policies foster achievement and reduce the incidence of social promotion. Such policy shall include objective criteria for the promotion of graduation of students, reporting of students' progress

against such criteria, and alternatives to promotion such as transition programs, and shall provide for supplemental services. The policy may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after-school program, summer school or other such programs offered by the school district to assist the students in remediating such deficiencies. This Act further provides that on or by October 1, 1999, the State Board of Education shall prepare a list of elementary and middle schools, by school district that are in need of improvement based on student performance and performance on the State Wide Mastery Examination.

The Department of Education shall notify each board of education of the schools in its district that are on the list. Thereafter, on or before January 1, 2000, and biannually thereafter, each board of education, through its superintendent of schools, shall meet with the Commissioner of Education or his/her designee to discuss the process for improving school performance. Such board of education shall require the school in question to develop an improvement plan and take steps necessary to become accredited by the New England Association of Schools and Colleges. The improvement plan will be submitted by the school in question to the board of education for approval and shall be implemented at the beginning of the following school year. The improvement plan may provide for site based management and shall be developed in consultation with the school's principal, teachers and parents of students attending the school. The board of education shall monitor progress made by the school under the improvement plan. If two years after the date of approval of the improvement plan the board of education finds that the school has not sufficiently progressed, the board of education shall develop a plan for such school requiring one or more of the following actions:

1. Closing and reconstituting the school;
2. Restructuring the school in terms of the grades included or the programs offered, or both;
3. Providing for site-based management of the school; and/or
4. Allowing students in that school to attend other public schools in the school system. The board of education may include in such plan a provision for the transfer of employees. The board of education shall submit its plan to the Commissioner of Education for approval.
5. In addition, each board of education for a priority school district shall within available appropriations require the schools to provide additional instruction, unless the school's principal determines that such instruction is not necessary based on the recommendations of the student's teacher, for the 2000-2001 school year and each year after, of each student who fails to meet the state-wide standard for remedial assistance on the fourth grade Mastery Examination; and for the 2001-2002 school year and each school year thereafter, to each student who fails to meet the state wide standards for remedial assistance on the Sixth Grade Master Examination.

Such instruction may include tutoring, an after school or school vacation program or a weekend school program. In addition, such boards of education shall require students to attend summer school. The Department of Education may award grants to boards of education of priority school districts for summer school programs and weekend school programs. This Act took effect July 1, 1999.

Graduation and Promotion Requirements

Capstone Graduation Portfolio

MSMHS school-wide rubrics incorporate 21st century learning expectations addressing academic, social and civic competencies. Teachers assess students using the rubrics as a guideline to determine their particular level of achievement: beginning, approaching proficient, proficient, approaching exemplary, and exemplary. Students must be proficient in the nine school rubrics and in all ten competencies before graduation.

Students must perform community service to satisfy competency 10. Students are required to have a certain number of community service hours during their MSMHS career, that include hours dedicated to the natural environment as well as performing services to contribute to the community. Students must present documentation to their school counselor from individuals or organizations where volunteer hours were completed. As voted on and approved by the MSMHS family, beginning in the 2014-15 school year the following is required:

Class of 2016 - 20 total community service hours,

Class of 2017 - 30 total community service hours,

Class of 2018 and beyond - 40 total community service hours.

In May of an MSMHS student's senior year, a Capstone Graduation Portfolio will be presented to a committee which will determine the completion of each MSMHS competency. This committee will make a recommendation for graduation, or will request more evidence to satisfy the requirement/s. *See Appendix A.*

Commencement Ceremony and Exercises

Students must complete all graduation requirements and meet behavioral expectations as outlined in this handbook in order to participate in commencement exercises. Students must also clear all outstanding obligations. The administration reserves the right to review plans for the ceremony, including all student speeches. Participation in the Graduation Ceremony is a privilege. Students will be expected to adhere to the dress code for the ceremony. The ceremony is a formal celebration for our students and the extended MSMHS family (parents, family, faculty, and community partners). As a result students are expected to dress appropriately (dress shirt and dress pants/or appropriate dress attire, and dress shoes - no sneakers, sandals or flip-flops.) As outlined in the Commencement Ceremony Expectations Agreement. The Administration reserves the right to remove students from participation in the Commencement Ceremony and exercises due to inappropriate behavior on or off school grounds, or school suspension.

Community Service

Although the community service requirement is embedded in the Civics & Environmental Stewardship course during a student's freshman year, students are expected to complete a total of 40 hours of community service in order to meet competency #10: "*students will meet their civic responsibilities to society and the natural environment.*" Beginning with the 2014-15 school year students must show completion of the following community service requirements to meet competency #10:

Class of 2016 – 20 hours Class of 2017 – 30 hours Class of 2018 and beyond – 40 hours

Members of the MSMHS Family believe in the value of community service as an integral part of a student's high school experience and growth. Through multiple school improvement meetings involving all stakeholders, it was decided that the community service requirement will be embedded within the graduation portfolio.

Graduation and Promotion

To graduate from MSMHS, students must meet the requirements of the State of Connecticut (PA 10-111) and requirements unique to MSMHS. Connecticut requires all graduates to have successfully completed a minimum of 25 course credits or their equivalents, including:

Subjects	Credits	Min. Distributional Credits or Equivalents
English	4	English I, II, III, and IV
Social Studies	3	Civics/Environmental Stewardship, World Maritime History, US History
Mathematics	3	3 Mathematics courses
Marine Studies	2	Marine Studies 1 and 2 (.5 credit each), and Marine Science
Science	5	Integrated Science 1 and 2 (.5 credit each), Biology, Chemistry, and two (2) Science Electives
Aquaculture	1	Aquaculture & Resource Management, Marine Technology, Aquatic Husbandry, Marine Biology, or Aquarium Science
Physical Education	1	*
Health and Safety	0.5	*
Humanities	1	Four Years of Advisory (.25 credit each year)
Graduation Portfolio	1	Capstone Portfolio and Presentation
Electives	3.5	
TOTAL	25 credits	

***Physical Education, Health and Safety requirements** are embedded as cross-credits in instructional time and activities provided in the Marine Studies curricula. By their junior year students are awarded a 0.5 physical education credit by showing evidence of 60 hours of physical education through:

- 1) proof of participation in a school sport during the high school career, and/or
- 2) documented enrollment and participation in physical education classes or clubs, and/or
- 3) documented evidence of 60 hours of physical education activity (journal log).

Promotion and Retention

The minimum number of credits and course requirements needed for promotion to the next grade level are as follows:

<i>Grade Level</i>	<i>Total Credits</i>	<i>Required</i>
Grade 10	6 credits	Passed English I
Grade 11	12 credits	Passed English II
Grade 12	18 credits	Passed English III
Graduation	25 credits	Passed all required courses and the Capstone Graduation Portfolio

If a student does not meet the requirements to be promoted to the next grade, he/she may opt to:

- Repeat his/her grade if space permits or
- Return to his/her local district.

If a student fails a course for the year the student has the following options to regain credit in that course:

- Summer school credit recovery if the student has passed at least two quarters at MSMHS and as approved by MSMHS Administration,
- Taking the failed course again in subsequent years, when scheduling permits.

All summer school courses will receive a maximum equivalent of .50 credits and cannot be taken to replace a course offered at MSMHS. Students wishing to take an on-line course not offered at MSMHS during the school year must have approval by MSMHS administration.

Student Course Appeals Process

Prerequisite course requirements help to ensure that students will be successful meeting the increased demands and expectations of advanced level courses. Students who do not meet the prerequisite requirements for specific courses offered in the Program of Studies may appeal for the opportunity to take honors, advanced placement or an ECE level course if space is available. A student must follow the guidelines to petition for a course where he/she does not meet the prerequisites for that course:

Step 1: The student will write a letter of appeal, addressed to their counselor, stating why they believe they will be successful taking the desired course and what they are committed to do in order to be successful if approved.

Step 2: A follow-up meeting will occur with the student, counselor, and advisor to discuss the appeal.

Step 3: After the counselor and advisor meet with the recommending teacher, a decision will be made and communicated with the parent and students.

Final appeal meetings with the MSMHS Principal may be requested by the student and parent. The MSMHS Principal makes the final decision following this meeting.

Student Success Plans

Student Success Plans (SSP) are individualized student-centered plans that engage each student based on their unique interests and strengths helping them to understand the relevancy of education to achieve postsecondary educational and career goals. The SSP process begins in Grade 6 and continues through high school. It provides students with support and assistance in setting goals for academic, career, social, emotional, and physical development that meet rigorous high school and postsecondary expectations. The SSP and supporting activities, such as student portfolios, experiences outside the classroom along with academic/personal records are kept electronically. Minimally, MSMHS students will create, revise, and assess their plans in Advisory each quarter.

Summer School

In order for summer school credit to be accepted at MSMHS, all summer school courses must be approved by MSMHS administration prior to the student's registration at a specific summer school program. MSMHS will not accept any summer school credits if this procedure is not followed. A student must pass at least two quarters in the specific course(s) to be eligible to take summer course(s). A maximum of 0.5 credit will be given for each successfully completed summer course. All credit recovery summer courses must be completed before the first day of school in the fall.

Other

Dissection Policy

In accordance with the National Association of Biology Teachers recommendations from "The Responsible Use of Animals in Biology Classrooms including Alternatives to Dissection," MSMHS endorses the following: students may request an alternative assignment to dissecting animals/fish in those classes in which the activity may be assigned. The alternatives may include computer simulations, drawings, the use of models, and other educationally appropriate activities offered by the teacher to help students learn about the principles being studied. Alternative assignments will carry the same weight as the dissection activity and may be completed without direct instruction by the teacher.

Field Work, Field Trips

MSMHS delivers much of its curriculum through field work and field trip experiences. Given the experiential nature of the school, there is a single comprehensive permission form for the school year that covers a student's participation for the various field work, field trips, and related school travel that constitute much of the marine studies/science immersion program, both on-site and off-site. Travel will most commonly be by school van or bus.

Science Labs

MSMHS science labs demand careful and safe student behaviors due to the expensive equipment, valuable supplies, and a variety of materials and tools that can be dangerous if improperly used. All students must comply with the teacher's instructions to insure human safety and successful science learning. Students who present safety issues will be removed immediately from the laboratory. Also see Safety and Accident Prevention.

ATTENDANCE

Absences – Excused and Unexcused

See 'Attendance Procedures' below.

Attendance

Regular attendance is essential to success in school. Students are directly accountable to their teachers for meeting the academic expectations of each course and for being present and on time to all classes. There is a positive correlation between regular attendance and academic achievement as students contribute to, as well as take from, the teaching-learning situations presented in school. Learning to participate actively in class is an important part of the educational process. Class participation may be a factor in the determination of a student's grade as determined by the individual teacher. Therefore, students are expected to attend all sessions of the classes in which they are enrolled. **Students are responsible for obtaining and completing all homework assignments during any time they are absent. Any exceptions must be discussed with and approved by the principal.**

Attendance Procedures

A student's absence from school is considered unexcused if it does not meet any of the criteria of an excused absence. It is the responsibility of the student and parent(s)/guardian(s) to monitor on a regular basis the number of absences that have been accumulated in each course. Students and parents have 24-hour access to attendance information through the PowerSchool Parent Portal. Students and parents can monitor daily attendance information by entering the username and password that are provided at the beginning of the school year. Questions or concerns regarding login or passwords should be directed to the MSMHS office staff.

It is the responsibility of the parent(s)/guardian(s) to notify the school's main office of the reason for all absences by 10 a.m. on the day the student is absent to ensure accurate record keeping. Calls from students will not be accepted. Voicemail is also available to record messages during and beyond normal school hours. **Written explanations to report absences, late arrivals, or early dismissals are required and must include the student's name, the date(s), the specific reason, the signature of the parent/guardian, and a daytime phone number where a parent can be reached.**

Teachers report class attendance to the main office on a daily basis. The school secretary will regularly call parents if a student has not been present in school that day. This system allows parents the opportunity to notify the school if an absence has occurred that can be excused. Students involved in serious violations of attendance rules will be referred to the administration.

The LEARN Board of Directors believes that regular school attendance is essential to the academic success of students. Therefore, it is the policy of the Board of Directors to monitor school attendance for the following two purposes:

- a) Identify students who are truant or habitually truant, and
- b) Enlist the cooperation of parents and, when necessary, the juvenile justice system, in order to change the behavior pattern that has developed.

Excused absences include:

- a) Reasons of health, illness, and doctor visits (must have documentation),
- b) Religious holiday,
- c) Court appearance,
- d) Funeral or death in the family,
- e) Approved school activities,
- f) Suspension or expulsion,
- g) College visits, with documentation from school visited
- h) Other extenuating circumstance approved by the school principal.

Cutting a class (intentionally not attending a class) counts as an unexcused absence.

Early Dismissals

Parents are expected to honor their MSMHS pledge to support strong attendance at school and only request early dismissal for the most urgent reasons.

Homework and Absences

Students are responsible for obtaining and completing all homework assignments during the time they are absent, as well as obtaining any materials needed to complete the assignments. Any exceptions must be discussed with the classroom teachers. Students are expected to communicate with their teachers about their absences and expected work. (See Make Up Work on page 17.)

Junior and Senior Late Arrival / Early Dismissal Privileges

Students in grades 11 and 12 may modify their first block and fourth block study hall class to a permanent late arrival* or early dismissal under the condition below. The student must have:

- Signed parent/guardian approval form,
- Administrator approval,
- No failing grades from previous quarter and the first of the month PowerSchool report.

Students may lose late arrival/early dismissal privileges for any disciplinary actions taken by administration. * *There are NO late arrival privileges on Advisory days (Tuesday and Friday) as Advisory is a credit-bearing course required for graduation.*

Loss of Credit Due to Absences for High School Students

1. A student who accumulates 6 unexcused absences or 2 unauthorized absences in the same course within one semester will lose .5 of a credit for that course. If a student cuts a class, the cut will count as an unauthorized absence.
2. An Attendance Review Board consisting of school faculty and staff exists for the purpose of monitoring the procedures and acting on appeals for the reinstatement of credit. Appeals must be sent in writing to the Dean of Students two weeks prior to the close of the 2nd and 4th quarter. The student's parent and advisor are encouraged to attend the attendance review hearing with the student. The attendance review board will respond to the parent and student within a reasonable time.
3. A student will earn a letter grade even if credit is lost; that grade will be used to compute the final course grade regardless of credit earned. The teacher keeps the letter grades for final computation.
4. If credit is lost in a required course, the credit may be made up either in an accredited summer school course or by retaking the course.

Release of Student

No student shall be permitted to leave the school jurisdiction during the school day without permission of the MSMHS principal or a designee. In the case of divorced or legally separated parents of a student, MSMHS requires that a legal statement designating the custodial parent or guardian be entered in the student's file as a decision-making guide for the principal or his designee. The student will only be released to a parent/guardian or other person listed on the emergency contact sheet which the custodial parent/guardian completes upon registration.

Tardy Policy

"Tardy" is defined as being late to school, class or activity without permission of school personnel. Students who arrive to school after 7:30 a.m. must report to the main office. Teachers will not allow students admittance to class after 7:30 without a tardy pass from the office. Oversleeping or missing the bus are not acceptable excuses. Tardies will be dealt with as follows, per semester:

- *1st tardy – pass will be given*
- *2nd tardy – pass will be given*
- *3rd tardy – student must meet with the Dean of Students to obtain pass; parent/guardian notified to discuss consequences of continued tardies*
- *4th tardy - office detention*
- *5th tardy – office detention*
- *6th tardy – parent/guardian and student meeting with the Dean of Students, double office detention, parking privileges revoked*
- *7th tardy – double office detention*
- *8th tardy – double office detention*
- *9th tardy – parent/guardian and student meeting with the Dean of Students; possible referral to proper authorities; notification of loss of credit*
- *10th tardy – loss of 0.5 credit in appropriate class*

Truancy

Students are obligated to attend school. A student with four (4) unexcused absences in one month or ten (10) unexcused absences in a school year is considered a truant. Repeated truancy will result in referral to Superior Court, Juvenile Division.

CLUBS, ORGANIZATIONS AND CO-CURRICULAR ACTIVITIES

Athletics

Since MSMHS does not offer interscholastic sports, the Connecticut Interscholastic Athletic Conference (CIAC) permits MSMHS students to participate on sports teams in their home school district, provided that students meet the eligibility requirements of the CIAC and their home district. MSMHS provides the home school district with academic, attendance, and behavioral information at the home school district's request.

Bulletin Boards

Bulletin boards may be used by school clubs, teachers, and students. School organization postings must be approved and signed by an administrator. No more than 6 copies of a poster may be posted. Messages containing inappropriate language, graphics, private messages, or commercial solicitations are not allowed.

Class Dues

Class dues are set at \$200 over the course of four years at MSMHS. Students can pay \$25 per semester, \$50 per year or in one lump sum at any time, before the distribution of graduation caps

and gowns. Class dues are monies paid by each student to cover the expenses that will occur during the student's senior year. In addition to class dues, students are expected to support their class through fundraising activities throughout their four years. Prom ticket prices are determined based on the amount of funds the class has raised. Dues cover the costs of:

- Senior Yearbook
- Graduation Cap and Gown
- Senior Class Trip
- Senior Breakfast
- Class Gift

Students must have their dues paid in full in order to participate in the senior activities.

Clubs and Activities

During its first year, MSMHS developed clubs and activities in response to student interest. Each club meets on average once a week with faculty members as sponsors. Current clubs and organizations include: Animal Welfare Club, Art Club, Dance Team, Debate Team, Fencing Team, Fitness Club, Interact Club, Ocean Science Bowl, Photography Club, Unity Club, Video Game Club, Yearbook Club, and National Honor Society. **Students must be passing all classes at the end of each quarter in order to participate in clubs and activities.**

Expectations for Leadership Positions

The responsibilities of leadership include the need to demonstrate the positive behavior characteristics of a leader and role model in and out of school. Students who violate standards of good citizenship or fail to actively meet the responsibilities of office will have their leadership position removed. Student leaders who are placed on academic support will have their activity program reviewed to determine whether or not the leadership responsibility is a factor in the student's academic performance. The student may be asked to withdraw from his/her leadership position either permanently or for a specific period if that determination is made.

Fencing Team

The MSMHS Fencing Team is our first sport offered for students. The season runs from approximately late November through mid-March. Students must have an up to date physical and parent permission to participate. Fencing practice is held from 3:00 p.m. – 5:00 p.m., Monday through Friday in the Great Hall. Matches are held at MSMHS and a host of sites throughout Connecticut. Students interested in participating must purchase their equipment (clothing, electronic, and non-electronic) in order to compete.

NCAA College Athletic Eligibility

To be eligible to participate in Division I or Division II sports at the college level, students must meet academic criteria related to their high school coursework established by the NCAA. Students can obtain eligibility information by going online at www.ncaaclearinghouse.net and by seeing their school counselor. Interested students should register online with the NCAA by September of their senior year.

Parent Involvement/Communications

Students are most successful when there is a strong partnership between home and school. Parents/guardians are urged to encourage their child to put a high priority on education and to make the most of the unique educational opportunities available at MSMHS. Parents/guardians should become familiar with all of their child's school activities and with the school's academic and marine related programs. Attending open houses, participating in the Parent Teacher Organization, regularly monitoring grades and attendance through the PowerSchool Parent Portal, and volunteering within the school are strongly encouraged.

Social Activity Code of Conduct

MSMHS believes that for students to fully develop their personal potential they should be actively involved in both academic classes and co-curricular activities. Co-curricular activities are designed to meet a variety of student interests that supplement and complement the academic program. Participation in such activities is a privilege and each student who participates is a representative of the MSMHS community. As such, appropriate behavior is expected from all participants. Students who fail to behave appropriately will not be allowed to attend future activities. School rules are enforced.

GUIDELINES FOR ALL MSMHS FUNCTIONS

MSMHS administration is responsible for coordinating the scheduling of activities in order to prevent conflicts. Therefore, all requests for social functions or money raising activities should be given to an administrator for approval. The following guidelines are for use at all school-sponsored activities:

1. MSMHS dances are for MSMHS students. Guests are permitted only at the prom and occasionally at other special functions as determined by administration. All guest names must be submitted for approval to administration no later than 48 hours in advance (prom requires more notice). Guests may not be substituted for a previously registered guest. Guests are to be of similar age and must be under the age of 21.
2. Once admitted to the dance, students are not permitted to return to their cars unless they plan to leave the activity.
3. The presence of chaperones at school social activities signifies the interest members of the faculty have in student affairs. Mutual respect and courtesy is expected so that students and chaperones can enjoy a social evening together.
4. Reservation form for use of the facility must be submitted one month in advance to the administration.
5. All chaperones must be staff members of MSMHS. The number of chaperones will be determined by administration upon approval of the activity. Chaperones should be committed to covering the activity for the duration of the activity. The names must be given to the administration no later than one week prior to the activity; the activity will be cancelled in the event there are not enough chaperones.
6. Instructions to the chaperones should be provided several days before the dance. They should arrive one-half hour prior to the activity for instructions by the administrator on duty.
7. All activities must be over by 11:00pm at the latest. Admission to the activity will be closed no later than an hour after the start of the activity. Administration will dismiss sponsoring chaperones.
8. **ALL COATS, JACKETS, AND BAGS WILL BE CHECKED BY ADMINISTRATION. NO FOOD OR BEVERAGES INSIDE THE BUILDING. NO ONE WILL BE PERMITTED TO LEAVE THE DANCE AND RETURN.**
9. Chaperones will be assigned by the advisor in charge to cover all necessary areas. These assignments may be rotated as long as coverage is needed. Police and/or security guards will report to the administrator or advisor in charge and will circulate outside the building and in the parking lot area and periodically check the inside.
10. Tickets must be sold in advance. No tickets will be available for sale at the activity.
11. If a student is suspected of drinking alcohol and/or under the influence of alcohol and/or illegal drugs they seeks admittance to any high school sponsored activity or during the activity, the following procedures will be followed:
 - a. The student will be told they cannot attend the function.
 - b. Breathalyzer may be used to determine presence of alcohol.
 - c. The situation will be turned over to the City of Groton Police Department.

- d. The student/parent/guardian will be informed. If parents are unavailable or if the situation warrants, emergency medical care will be called.
- e. The student will be suspended from school and will lose special event privileges for a specified time.

Social Events

Social events are a privilege. Students who have previously demonstrated inappropriate or insubordinate behavior may lose the privilege of attending any or all future events for up to one school year. Advisors will review expectations with groups/individuals regularly. For dances and other evening social events, an **approved** Dance Guest Permission Form is necessary for the purchase of dance tickets for guests who are not MSMHS students. Guests must be in at least ninth grade or if not a high school student, under the age of 21. Tickets will not be sold at the door.

Student Governance

Each student advisory group chooses a representative to the Student Council which meets regularly with the school principal regarding school decisions, student life, and other matters of school-wide importance.

Yearbook Guidelines

Initial review of content, page, and final proof review is completed by the yearbook advisor, the assigned review committee, and school principal. Appropriate pictures and text included will meet MSMHS school policies. Yearbook policies include:

- Students are required to be photographed in appropriate attire according to the dress code.
- Students may not be photographed with anything that violates the discipline code.
- Photographs may not contain gestures or expressions that are offensive, negative, or insulting.
- Photographs and text may not contain hidden messages.
- Display of weapons or facsimiles is not permitted.

CONDUCT AND DISCIPLINE

Overview

Students, teachers, and administrators have the right to expect mutual courtesy, fair and equitable treatment and to be informed of their rights and responsibilities. The goal of the Marine Science Magnet High School is to assist students in developing self-direction, self-discipline, and self-management and to provide opportunities for responsible decision-making. However, in the pursuit of these goals, those students who infringe on the rights of others, or who violate school policies and regulations, will be subject to discipline. The constitutional rights of students and staff shall be preserved and protected.

The conduct of students in school has an important effect on the student's academic achievement, and others in the classroom and the greater school learning environment. While ultimate responsibility for student behavior rests with the parents and the students themselves, the school has an obligation to provide leadership in this respect and to insure that appropriate standards are maintained when students are under school supervision. When anyone's rights are violated or when someone violates the rules and regulations, we must all be concerned. MSMHS is committed to providing a safe, respectful, and nurturing environment in which all students can learn.

School Climate

Healthy School Climate

The term "school climate" is often used to refer to the emotional and social aspects of the school environment. A measure of the quality of the school climate is students' feelings of safety and

connectedness to their school. Safety includes physical, emotional, and intellectual considerations. A positive, respectful school climate provides a solid foundation for supporting students' academic achievement and development of positive attitudes and behaviors. Students who feel safe, cared for, appropriately supported, and encouraged to learn in challenging and meaningful ways, experience increased academic achievement.

As defined by Public Act No. 11-232, amended in 2012, "school climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. Dr. Spera has established a Safe School Climate Committee which consists of administrators, school psychologist, school counselor, teachers, students, and parents. The responsibilities of the Safe School Climate Committee include:

- Receiving copies of completed reports following investigations of bullying
- Identify and address bullying patterns among students in the school
- Review and amend school policies/practices relating to bullying
- Review and make recommendations to the District Safe School Climate Coordinator regarding the School Climate Plan based on issues and experiences specific to the school
- Educate students, parents and others about bullying
- Collaborate with the School Climate Specialist in the collection of data regarding school climate and bullying in accordance with the District Safe School Climate Plan and state statute
- Perform any other duties as determined by the principal that are related to improving school climate and to the prevention, intervention, and response to school bullying, discrimination, or otherwise mean-spirited behavior in the school.

PARENTS, STUDENTS, AND COMMUNITY MEMBERS WILL NOT RECEIVE COPIES OF DETAILED REPORTS AS SHARING THESE REPORTS WOULD VIOLATE STUDENT CONFIDENTIALITY RIGHTS UNDER FEDERAL LAW (FERPA).

Safe and Supportive School Climate

Teaching and learning can only thrive in an emotionally and physically safe and supportive environment. Consequently, MSMHS will act swiftly and forcefully in response to the following 'zero tolerance' behaviors with disciplinary action up to and including suspension, expulsion and or arrest:

- Possession of drugs, drug paraphernalia or alcohol;
- Threats of bodily harm;
- Bullying/hazing/harassment;
- Assault;
- Fighting, hate crimes;
- Vandalism;
- False fire alarms or bomb threats;
- Weapons or facsimiles;
- Serious misuse of school owned electronic devices;
- Pornography;
- And, any other behavior that is seriously disruptive to the educational environment or is in violation to school policy.

Code of Conduct

Rules of conduct and regulations are intended to benefit the school as a whole, to foster a productive environment, and to show respect for all members of the school community. Mature civic and social learning expectations are demonstrated through positive and responsible

behavior. Responsible and polite behavior is expected of all members of the school community. These sections on expectations and responsibilities are not all inclusive but do identify some specific issues of concern. Respect, integrity, and social responsibility are the characteristics we expect of all of our school citizens. These qualities should guide all decisions – whether or not specific situations are addressed in this book. The wording here does not replace Board of Education policy.

I. ACADEMIC INTEGRITY:

To support academic integrity, MSMHS may use a technology tool for plagiarism prevention such as Turnitin.com. Students are required to submit major papers to this service and receive guidelines and training in its use if requested by the teacher. All work submitted by students should be a true reflection of their effort and ability. If submitted work or tests are not, then the student has manifested unacceptable academic behavior.

Plagiarism

Plagiarism is defined as intentionally or unintentionally presenting another's work as your own. Any source material (electronic, written, verbal) accessed to complete an assignment must be cited. Plagiarism includes the following:

- Copying verbatim or blending source material with your own without proper attribution,
- Paraphrasing source materials or borrowing ideas, terms, or concepts without acknowledging the source,
- Inventing sources or false attributions for sources,
- Supplying/selling your work to another or purchasing/copying another's work.

Cheating

Cheating is defined as copying all or part of an assignment or assessment or allowing another to copy your work. It is also doing someone's work or having someone else do your work. Cheating includes the following:

- Using unauthorized materials, devices, or assistance of any kind to complete your work or assessment, including on-line transfers,
- Collaborating on a task without the teacher's authorization, as well as providing or receiving information so as to give/gain an unfair advantage,
- Aiding another in cheating.

Other Academic Misconduct

Other forms of serious academic misconduct include:

- Altering grades,
- Stealing or obtaining test/assessment materials or answers,
- Submitting the same (or nearly the same) work for more than one class without disclosure or approval,
- Falsifying information on school related documents and forms.

ANY behavior that can be defined as cheating/plagiarism represents a violation of mutual trust and respect essential to education at MSMHS. Students suspected of cheating should expect to be questioned by their teacher. Students violating this rule are subject to the following penalties:

- A "zero" on the submitted work; notification of parents; written summary of event and action taken placed in the student file.
- If a student is found to have cheated/plagiarized a second time or is involved in a particularly serious act of cheating/plagiarism, the student will be referred to administration for appropriate penalties beyond those listed above.

Additional penalties include such consequences as notification to award and scholarship committees; suspension from class or school and notification to the student's prospective colleges; loss of or disqualification from honors/privileges and positions (e.g.: NHS, school leadership position).

II. ALCOHOL AND OTHER ILLEGAL SUBSTANCES:

The possession, transmission, and/or use of alcohol or other illegal substances and paraphernalia are strictly forbidden. Violators will be suspended and may be subject to expulsion and referral to the police.

III. ARSON:

Causing a fire is a serious and dangerous offense. Violators will be suspended and may be subject to expulsion and will be referred to local authorities.

IV. BREATHALYZER:

With the health, well-being, and safety of students in mind, breathalyzer testing may be used at school dances, proms, and other school sponsored activities to minimize doubt regarding consumption of alcohol, to address denial of alcohol use, to enable students to obtain help when needed, and to reinforce the zero tolerance message regarding alcohol and drug use.

The following steps will be taken when a student is required to take the breathalyzer test or is suspected of alcohol consumption:

- As part of the requirements for attending the event or if the student has been suspected of alcohol consumption; the student will meet with the administrator/chaperone and a breathalyzer test will be administered;
- The test results will be used as an indicator as to whether the student has consumed alcohol;
- For students who's results reveal that they have consumed alcohol or opt not to use the breathalyzer test as a part of the process standard discipline procedures will be applied by the administrator;
- Discipline procedures will be applied as specified in the school handbook.

V. CELL PHONES:

Cell phones are permitted in school, however, while in class all cell phones must remain on "silent" unless requested to be turned off by the teacher or administrator. Cell phones may be used in class if authorized by the teacher or staff member in the delivery of curriculum and instruction. If a teacher determines a student's phone needs to be taken away due to the student not adhering to the classrooms rules, the phone will be taken by the teacher and kept in a secure location in the classroom until it is returned to the student. If the student refuses to give up his/her phone, the student will be referred to administration as being insubordinate. Cell phones may be used before, during lunch, or after school hours. (Refer to Technology section)

VI. CLASSROOM BEHAVIOR:

Appropriate behavior is expected in the classroom as outlined by the school rules. In addition, the teacher will have their own more specific classroom expectations and procedures which must be followed. Students are expected to attend all their classes on time and be aware of the attendance policy. Credit may be lost for poor attendance or excessive tardiness. (Refer to the Attendance section)

VII. DISHONESTY:

Honesty is expected of everyone; forgery and other dishonest activities are serious offenses. Refer to the policy on academic honesty.

VIII. DRESS:

Students are expected to dress and groom themselves for the business of school so as to neither distract other students or teachers, disrupt the education process, pose a health or safety threat to anyone, or cause damage to the school facility. Clothing should be free from promotion of or reference to drugs, alcohol, and tobacco, and free from violent signs, symbols or words or those which are obscene, lewd, vulgar or defamatory. Clothing should also be free of slogans, names, titles or the like which are likely to incite, inflame or offend any person in the building. The serious nature of our school activities and pride in the reputation of our school require a positive, safe, and non-disruptive learning environment. (Refer to Dress Code)

IX. DRIVING AND PARKING:

Safety and security are our top priority and the basis for our regulations. Student driving to school is a privilege, not a right, and is limited by safety/space considerations. Student parking permits will be issued on a case by case basis as determined by administration. Students must remain in academic and behavior good standing. Poor grades or inappropriate behavior may result in suspension or removal of parking privileges.

- Parking Permit: Student drivers must register their vehicles in the main office. They must provide copies of the following documents and pay the refundable \$20 fee to obtain a parking permit. Refund will be issued when pass is returned at the end of the school year.
 - *License*
 - *Registration*
 - *Insurance card*
 - *Student ID.*
- Guidelines for parking permits will be published at the beginning of the year and may change due to changing campus conditions.
- Students must have a MSMHS numbered parking permit in order to park vehicles on the school campus and must be prominently displayed on the dashboard.
- Violations for parking in authorized areas without a permit may include such consequences as ticketing, loss of parking privileges for up to a year, legal consequences up to and including booting/towing at owners' expense. Students are not to be in their cars at any time except for the obvious purpose of parking the car or leaving the grounds.
- Students may not be in cars during fire drills.
- Parking lot rules are as follows:
 1. Neither cars nor the parking lot are to be used for lounging/loitering during the school day,
 2. Speed limit is 15 mph,
 3. Parking in proper areas only,
 4. Obey all traffic and parking signs,
 5. Parking permits/tags must be displayed in designated place.

Abuse of the privilege of driving to school may result in fines, forfeiture of unassigned time or other penalties (see above).

X. FALSE REPORTINGS/FALSE FIRE ALARMS/FIRE EXTINGUISHERS:

Causing an emergency evacuation, lock down, fire alarm and/or using extinguishers improperly are major safety concerns for the school and the town authorities. Violators will be suspended and may face expulsion and referral to local authorities.

- XI. FIGHTING:**
Fighting, other conduct that endangers persons or property, or conduct seriously disruptive to the educational process will not be tolerated. Consequences include suspension, possible expulsion, and referral to authorities.
- XII. FIRE/EMERGENCY DRILLS:**
Fire and emergency drills will be held periodically during the school year. At the sound of the fire alarm, everyone is to leave the building immediately by the nearest exit. Students are to remain with and under supervision of their teacher. Attendance will be taken. If unassigned, students should report to the closest faculty member. Students should stand away from the building to allow a fire lane and should maintain order and quiet so that emergency procedures can be executed. **No cell phones or electronic devices will be in use during a drill.** Students may not go to their cars/leave grounds during fire drills. No one is to re-enter the building until instructed to do so by an administrator. Lockdown procedures are posted, reviewed and practiced periodically.
- XIII. FIREWORKS/EXPLOSIVES:**
The possession/use of explosives and incendiary devices is not allowed (this includes stink bombs). Consequences include suspension, possible expulsion, and referral to authorities.
- XIV. GAMBLING:**
Gambling of any kind is not permitted and will be subject to disciplinary consequences.
- XV. HAZING/HARASSMENT:**
Hazing/harassment of any student or group of students is not allowed. Disciplinary consequences may include co-curricular discipline, suspension, expulsion, and referral to police.
- XVI. INSUBORDINATION:**
Students are expected to respond promptly and politely to requests and directions from staff members. Failure to do so will result in teacher consequences and as appropriate, referral to administration. **Any obscene language directed towards a teacher or staff member will result in suspension.**
- XVII. LANGUAGE:**
Appropriate and non-abusive language is expected from everyone. Swearing, intimidating, or harassing language is not allowed.
- XVIII. LASER PENS/LIGHTS:**
Laser pens/lights are not permitted for students. Disciplinary and legal consequences may apply. (SEE LASER POINTERS, Public Act 99-256)
- XIX. LOITERING**
Loitering or other activity interfering with academic progress shall not be allowed in the corridors or areas adjacent to the building including parking lot. Students must have written permission (pass) when they are not in class.
- XX. OFF CAMPUS/EARLY DISMISSAL:**
Leaving campus is a privilege. Students who do not have permission to leave campus must stay in the building. Students in poor academic standing may have early dismissal privileges removed and must remain in the supervised study hall. For

students with early dismissal privileges the school is not responsible for the behavior of students that leave campus with or without authorization. Upperclassmen with early dismissal privileges remaining in school during unassigned periods will remain in study hall.

XXI. ELECTRONIC DEVICES AND HEADPHONES:

Electronic media devices without headphones are not to be used in school. Students may not use devices in class without permission of their teacher. Loss/theft is a risk the student assumes. Headphones must be removed and stored away when entering a classroom or when attending a meeting with a school counselor, advisor, or administrators.

Students are only permitted to use their school-issued laptop while at MSMHS. Students are not allowed to bring in and use their own laptops.

XXII. SEXUAL HARASSMENT:

Sexual harassment is illegal and is prohibited by the Connecticut Discriminatory Employment Act, Title VII of the Civil Rights Act of the Title IX of the Educational Amendments of 1972. Sexual harassment means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment. Examples of sexual harassment include: unwelcome sexual advances; suggestive or lewd remarks; unwanted hugs, touches, or kisses; request for sexual favors; derogatory or pornographic posters, cartoons, or drawing; sexting; or retaliation for complaining about sexual harassment (Refer to LEARN Policy).

XXIII. SKATEBOARDS:

Students are not to use skateboards, roller blades, or similar items in school or on school grounds.

XXIV. SMOKING/TOBACCO USE/E-CIGARETTES:

Smoking/tobacco use is not permitted on school grounds. Smoking/tobacco use inside the building (vapor pens, e-cigarettes, chewing tobacco, etc.) will result in suspension. Smoking/tobacco use on campus will result in progressive discipline up to and including suspension. (Refer to Smoke Free Environment.)

XXV. VANDALISM:

Property damage, theft, or endangering the well-being or possessions of others is not permitted. The parent or guardian of any minor/unemancipated child who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to the school district shall be held liable for all such damages up to the maximum amount allowed under state law. The liability provided under Connecticut General Statutes 52-572 does not relieve minor(s) of personal liability for such damage or injury. This liability of the parent for damages done by a minor child is in addition to any other liability, which exists in law. The parent or guardian of a minor child shall also be held liable for all property belonging to the school system lent to the student and not returned upon demand of the school system. The student may also be subject to disciplinary action. If an individual or group has been identified as acting disrespectfully toward or causing damage to the school building, equipment, or property, the individual(s) will be responsible to cover all costs incurred by the school system in repairing the damage. If damage is caused to a school building, equipment, or property and the damage can be clearly connected to an identifiable group (a class, club, team, etc.), then that group will share in covering the costs, incurred by the

school system in repairing the damage. (Loss of social privileges for that individual or group may also occur.)

XXVI. THEFT/DAMAGE:

Property damage, theft, or endangering the well-being of others is not permitted. Reimbursement of costs, referral to police, suspension, or expulsion will result.

XXVII. WEAPONS:

Dangerous weapons or facsimiles thereof are not permitted on school property or wherever or whenever students are under the jurisdiction of the school. Penalties include suspension, expulsion proceedings, and referral to local authorities. Refer to the LEARN Board of Education policy. This includes any knives, sharp or dangerous instruments, or tools or equipment that could pose a danger to others.

XXVIII. USE OF THE BUILDING/GROUNDS:

Students are responsible for the appropriate use of all social and study areas, including the Great Hall, cafeteria, and library media center. Snowballs, water balloons, running inside the building are examples of inappropriate and potentially dangerous behavior. All ball and frisbee playing should take place on the side athletic fields and not in the school or courtyards. Everyone is expected to clean up after himself/herself. Students who fail to do so will lose privileges and be subject to disciplinary consequences.

XXIX. ACCEPTABLE USE REGULATIONS FOR THE INTERNET

This is an annual agreement, which will be binding to every MSMHS student for the full year. Because the Internet is used as part of a school activity, the school's code of conduct applies to network activities. Failure to adhere to regulations will result in a loss of privilege or other appropriate disciplinary action.

XXX. SURVEYS AND PETITIONS

Students have the right to exercise the practice of free speech by appropriately distributing petitions at MSMHS. In order to ensure a safe culture and climate, the following guidelines must be met before a petition is distributed at MSMHS:

The students or organization will meet with MSMHS administration to discuss the literature and methods of distribution at least one day before distribution. In this meeting administration will ensure that the material meets the following content guidelines:

- does not contain anything obscene or libelous,
- does not advocate breaking laws or school rules,
- will not cause a substantial disruption to the school environment,
- will be distributed before and after school hours and during lunch blocks.

This policy also pertains to any leaflets of any kind that may be distributed.

Dress Code

The primary responsibility for wearing appropriate clothing in school rests with the parents and students. However, it is the school's responsibility to dictate that school dress is in good taste, reasonably neat, healthy, non-distractive, appropriate, comfortable, safe, and functional. This is especially important in a school setting where student learning activity is highly experiential, adult-like, often outdoors or in lab settings, and sometimes in on-water environments. There are times when the school will issue more detailed clothing and equipment requirements depending on weather conditions, safety factors, specific learning conditions, and program developments. MSMHS reserves the right to determine what constitutes dress that is disruptive to the educational climate or process.

For these reasons, the following guidelines are set forth:

1. Students should maintain good grooming/hygiene at all times.
2. Students will not be permitted to wear or show any bandanas.
3. The following list of items are not permissible to wear in school: Bathing suits, sleepwear such as pajama tops and bottoms, lingerie-type and camisole-type clothing, slippers, see-through clothing, A-Tee's, tank tops, cut-off shirts with excessive armholes, strapless tops, backless shirts, bare shoulder tops, open midriffs shirts/ blouses and low-cut clothing exposing cleavage.
4. No short shorts, skirts, dresses or see-through leggings worn as pants. Shorts, dresses, skirts of mid-thigh length, or leggings worn under acceptable shorts or skirts are appropriate.
5. No undergarments should be visible (e.g.: boxers, shorts worn underneath pants, underwear, bras, bra straps, etc.). Pants must be worn at the waistline and must allow the student to move freely for safety purposes.
6. The midriff area should be covered. No visible skin between midriff shirts and low-rise pants/shorts/skirts are permitted.
7. Students are not permitted to wear torn clothing that exposes areas of the body that should be covered.
8. Students cannot wear clothing/jewelry, or any other markings that may be identified as gang related. Due to the constantly changing nature of these symbols, determinations will be made by the administration.
9. Items of clothing/jewelry displaying alcohol, drugs, tobacco, violence, sexuality, or inappropriate language are prohibited.
10. Students cannot wear spiked or studded bracelets, oversized or multi-fingered rings, belts or any other article or attire with spikes, studs, or chains.
11. Loose clothing and long hair must be properly secured in all labs.
12. Upon entering the building, coats, jackets, windbreakers, headwear (i.e. hats, do-rags, hair picks, hoods, etc.), oversized purses should be put in lockers.
13. Due to the nature and theme of the school, students must wear appropriate footwear at all times. At no time will students be permitted to wear sandals/flip-flops or open toe shoes.
14. Students are not allowed to wear "costumes" or masks to school. In addition, students are not allowed to wear sunglasses in school during the school day unless a doctor's note has been provided to the school nurse and the Dean of Students.

If there is a violation of the dress code, students will be asked to change or call a parent to bring in a change of clothes. Refusal will result in the student being assigned to the in-school suspension room for the remainder of the day. Students who continually fail to comply with the dress code will be considered insubordinate and will be subject to disciplinary action up to suspension.

Elevator

The school elevator is not intended or designed for regular student body use. It is provided for staff, individuals with disabilities, and for movement of supplies and equipment. Student use without specific permission from the school nurse or principal is prohibited. The elevator should not be used in emergency evacuations procedures, except if necessary for disabled or injured persons.

Laser Pointers: Public Act 99-256

This Act prohibits persons under the age of eighteen from possessing a laser pointer on school grounds or in any public place. The Act also provides that no person shall sell, offer to sell, lease, give or otherwise provide a laser pointer to a person under eighteen years of age. A person may temporarily transfer a laser pointer to a person under eighteen years of age for educational or

other lawful purpose if the minor is under the direct supervision of a parent, legal guardian, teacher, employer or other responsible adult.

Leaving School Premises

MSMHS is a highly active, multi-faceted, dynamic learning environment, and it is imperative that the school is continually aware of student location and student safety conditions at all times. No student shall be permitted to leave the school premises (or school jurisdiction regardless of site) during the school day without school and staff authorization. Violators are subject to immediate suspension from school on the grounds of safety and for substantially causing a disruption to the educational process.

LEARN BOARD OF EDUCATION POLICIES

Bullying (5007)

LEARN is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel socially, emotionally, intellectually and physically safe in school.

Bullying is prohibited on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased, or used by the local or regional board of education.

Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is strictly prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the LEARN's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For the purposes of this policy “**Bullying**” is defined as 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, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For the purposes of this policy, “**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. In addition, for the purposes of this policy “**Teen dating violence**” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

As part of this policy, LEARN shall develop and implement a Safe School Climate Plan to address the existence of bullying and teen dating violence in its schools. The district’s Safe School Climate Plan consists of this policy as well as the administrative regulations developed by the Executive Director to implement this policy. Such plan shall:

- 1) Enable students to anonymously report acts of bullying or teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- 2) Enable the parents or guardians of students to file written reports of suspected bullying or teen dating violence;
- 3) Require school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 4) Require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 5) Require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- 7) Provide for the inclusion of language in student codes of conduct concerning bullying;
- 8) Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- 9) Require each school to: (a) invite the parents or guardians of a student who commits any verified act of bullying to a meeting to discuss disciplinary and other measures to prevent further acts of bullying and (b) invite the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student;
- 10) Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- 11) Direct the development of case-by-case interventions for addressing repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents or incidents of teen dating violence by the same individual that may include both counseling and discipline;
- 12) Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
- 13) Direct the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying or teen dating violence;

- 14) Require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying or teen dating violence constitutes criminal conduct;
- 15) Prohibit bullying and teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 16) Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- 17) Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Board requires each school in the District, on and after July 1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including uniform surveys that collect information about students' perspectives and opinions about school climate at the school and allow students to complete and submit such surveys anonymously, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Legal Reference: Connecticut General Statutes
 10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
 10-222d Policy on bullying behavior as amended by PA 08-160 and P.A. 11-232 and P.A. 14-172.
 P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
 P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws.
 P.A. 13-3 An Act Concerning Gun Violence Protection and Safety
 P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.
 P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault.

Policy Adopted: September 12, 2002

Revised: October 12, 2006

Revised: November 11, 2010

Revised: December 8, 2011

Revised: February 12, 2015

LEARN

Dangerous Weapons in the Schools (5133)

School rules have long forbidden students to bring weapons or dangerous instruments onto school property or school-sponsored activities. Weapon and dangerous instruments shall include, but not be limited to:

1. Any firearms of any description.
2. Any knife or similar items that could be dangerous to others as defined by State law.
3. Chemical weapons or explosive devices (e.g. mace, ammunitions).
4. Any device having a sharp point (e.g. ice picks).
5. Any other dangerous instrument that is capable of inflicting injury.

A student having in his or her possession, or in a desk or locker, or anywhere on school property, school transportation, or while any school-sponsored activities are occurring, any weapon listed above, shall be subject to both school discipline (expulsion) and law enforcement intervention. In addition, use of such weapons or dangerous instrument will result in criminal prosecution.

A student using such a weapon to threaten or inflict injury on another will be referred to the police for criminal prosecution.

In the enforcement of this policy, LEARN administrators may authorize:

1. Unannounced inspections of students' lockers.
2. Inspections of student automobiles driven to school and parked on school property.
3. Inspection of the contents of student's pockets, purse, and/or bags if there is a reasonable suspicion that the student is in possession of a weapon or dangerous instrument.

In all cases of possible violation of criminal statutes related to the possession and/or use of weapons, the LEARN administration and police department will work cooperatively to determine the best course of action.

Each LEARN administrator shall provide written copies of this policy to all members of the faculty and student body.

LEARN GRIEVANCE PROCEDURE FOR TITLES VI AND IX, SECTION 504

Informal

- A. Any student, parent/guardian, staff member, or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, or handicap shall contact the designated Compliance Coordinator within 30 days of the alleged occurrence to discuss the nature of the complaint. The Compliance Coordinator shall maintain a written record which shall contain the following:
 1. Full name and address of the complainant
 2. Full name and position of the person(s) who allegedly discriminated against the complainant.
 3. A concise statement of the facts constituting the alleged discrimination.
 4. Dates of the alleged discrimination.
- B. At the time the alleged discrimination complaint is filed, the Compliance Coordinator shall review and explore grievance procedures with the complainant and answer any questions. The Compliance Coordinator shall begin investigating the complaint as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit the Compliance Coordinator shall meet informally with the complainant and the individual(s) against whom the complaint was lodged, and shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.
- C. If the complainant is not satisfied with these initial informal procedures and within twenty

(20) working days from the date of the original discussion with the Compliance Coordinator, more formal procedures may be initiated by the complainant to future explore and resolve the problem internally.

Formal Procedure

A. Level One - Diamond Program Coordinator/Director

1. The grievant shall file a written formal grievance with a diamond program coordinator/director specifying the alleged discrimination.
2. Within five (5) working days after the receipt of this formal grievance, the diamond program coordinator/director will hold a meeting with the grievant.
3. The diamond program coordinator/director shall, within four (4) working days after the hearing, render a decision and reasons in writing to the grievant.

B. Level Two - Executive Director

1. If the grievant is not satisfied with the disposition of the grievance at Level One, the grievant, within five (5) working days after the decision or seven (7) working days after the Level One meeting, file the grievance with the Executive Director.
2. The Executive Director shall, within five (5) working days after the receipt of the grievance, meet with the grievant.
3. The Executive Director shall, within five (5) working days after such meeting, render a decision and the reasons in writing to the grievant.

C. Level Three - LEARN

1. If the grievant is not satisfied with the disposition of his/her grievance at Level Two, he/she may, within five (5) working days after the receipt of the decision or eight (8) working days after the meeting with the Executive Director, file the grievance with the LEARN Board of Directors.
2. The LEARN Board of Directors or a committee thereof shall, within ten (10) working days after the receipt of the grievance, meet with the grievant for the purpose of resolving the grievance.
3. The LEARN Board of Directors or a committee thereof shall, within five (5) working days after such meeting, render its decision and the reasons in writing to the grievant.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

Compliance Coordinator for Title VI and Section 504
Doreen Marvin
or
Peter Cummings, Ed.D.
LEARN
44 Hatches Hill Road
Old Lyme, CT 06371
860-434-4800

Compliance Coordinator for Title IX
Peter Cummings, Ed.D.
or
Doreen Marvin
LEARN
44 Hatches Hill Road
Old Lyme, CT 06371
860-434-4800

Adopted September 11, 1986. Effective upon passage
Revised: November 18, 1996
Revised: February 13, 2012

Searches (5152)

Desks and school lockers are the property of the school. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the privacy rights of students.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's locker or desk under two (2) conditions.

1. School authorities have a reasonable suspicion that the student's desk or locker contains illegal items, which would, if present pose a serious threat to the maintenance of discipline, order, health or safety in the school. Such items would include, but not be limited to, chemicals, ammunition, weapons, drugs, and alcoholic beverages.
2. The student(s) have been informed in advance that Board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Use of drug-detection dogs and metal detectors, or similar detective devices may be used only with the express authorization of the Executive Director.

District officials may seize any item which the possession of or use of is evidence of a violation of law, Board policy, administrative regulation or school rule, or is prohibited by such law, policy, regulation or rule.

A student and his/her belongings may be searched with a Principal or Principal's designee's permission if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must be reasonable related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

Proper standards for conducting student searches shall consist of, but not be limited to, the following procedures:

All student searches must be conducted in the presence of two (2) faculty members. It is recommended that one faculty member be an administrator or an administrative designee. One faculty member will properly search the student/suspect while the second faculty member will serve as a witness to the procedure.

1. Female students should be searched by a female faculty member.
2. Male students should be searched by a male faculty member.

The LEARN Board of Directors authorizes the search of student lockers, desks, and other school property used by students for the presence of weapons, contraband, or the fruits of a crime if the:

1. Search is justified at its inception, and
2. Search as actually conducted is reasonable related in scope to the circumstances which justified it in the first place.

A search is justified at its inception when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. A search is reasonably related in scope when the measures adopted are reasonable related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Sexual Harassment (5005)

It is the policy of the LEARN Board of Directors that any form of sexual harassment is forbidden in the workplace and in all school facilities, whether by supervisory or non-supervisory personnel, by individuals under contract, or volunteers subject to the control of the Board.

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence an academic decision regarding that student, or conduct of a sexual nature which substantially interferes with a student's academic performance, or creates an intimidating, hostile or offensive academic environment, such as the display of sexually suggestive objects or pictures.

It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to the Executive Director or a responsible designee who will forward the report to the Executive Director. Complaints will be investigated promptly, and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation, and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment. The Executive Director will develop and distribute sexual harassment complaint procedures.

Soliciting Funds From and By Students (1324)

Fund-raising activities may be approved by the Executive Director consistent with the following guidelines:

1. The fund-raising is in connection with school-sponsored projects. All such requests shall be made in writing.
2. There are sufficient educational or financial benefits which will accrue to the school and/or students, either directly or indirectly, from the activity.
3. The mechanics or procedures of fund-raising will neither be an unacceptable burden to teachers or other school staff members nor subject LEARN to inappropriate risks or responsibilities in handling funds.

There shall be no direct solicitation of funds by outside organizations from students except on specific approval of the Board of Directors

Students Records: Confidential (5125)

LEARN provides special education and regular education services to local education agencies (LEAs) in accordance with Sections 10-66n of the Connecticut General Statutes as may be amended from time to time. LEARN will maintain records and provide for the filing, protection, confidentiality, classification, review, and, when appropriate, destruction of all records received and generated in connection with a student's attendance in a LEARN program. The maintenance of these records will be in accordance with Connecticut Regulations Concerning Children Requiring Special Education, (Section 10-76d-18), The Family Education Rights and Privacy act (20 U.S.C. 123g) and regulations there under and 20 U.S.C. 1417 and regulations there under.

In addition, all LEARN personnel who collect or use personally identifiable information regarding students will be annually informed of the confidential nature of such information, and LEARN procedures with respect to the rights of students and parents as they relate to the confidentiality of records and information.

A complaint may be filed with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW

Procedure to Inspect and Review Education Records (5125(a))

Parent or eligible student may, upon request, inspect and review the student's education records. Eligible persons must submit to the LEA or the appropriate LEARN designate a written request that identifies as accurately as possible the record or records for which the request for inspection and review is submitted. As required by Section 1076d-189(b)(1) of the Regulations of Connecticut State Agencies, request by parents of students requiring special education and related services will be accommodated within 10 days of the receipt of such requests, within 3 school days of the receipt of such request if the requests are made in order to prepare for a meeting regarding an individualized education program or within three (3) calendar days of such a request if the request is made in order to prepare for a meeting related to any due process proceeding.

When a record contains information about other students, the eligible student or parent will not be allowed to inspect or review the portion of the record that pertains to other students.

Parents or eligible students have the right to request that school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

One free copy per year of the student's education records will be provided by LEARN within 10 school days of a written request by parents of students.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Types, Locations and Custodians of Education Records

<u>Types of Records</u>	<u>Location</u>	<u>Custodian</u>
Cumulative School Records	Principal Office of School's	Principal
Special Education Records	Principal Office of School's	Principal
Discipline Records	Principal Office of School's	Principal
Health Records	School Nurse's Office	School Nurse

Suspension Policy (5115)

Policy Governing Exclusion from a LEARN Program for Disciplinary Purposes

It is the policy of LEARN to maintain a learning environment which is committed to the right of each child to obtain an education in an atmosphere conducive to learning. Consequently, all students have the responsibility to abide by LEARN policies and rules which are established to insure an orderly educational process and secure learning environment. LEARN will provide students and families with copies of the policy and procedures governing student conduct and school discipline on an annual basis.

Exclusion from a LEARN program and/or from transportation, may be necessary disciplinary action for students whose conduct is a deliberate or direct cause of disruption of the educational process, endangers persons or property, or is in violation of LEARN policy and /or program rules, while attending the program, at a program-sponsored activity or during the transportation

process. Said exclusion may also be necessary disciplinary action for students whose conduct off LEARN property is in violation of policy and is seriously disruptive of the educational process.

It is the policy of LEARN to abide by the mandates of Connecticut General Statutes and the Individuals with Disabilities Education Act concerning exclusion of students from program for disciplinary purposes. The policy shall apply to all activities sponsored by LEARN. Activities shall include, but not be limited to, transportation, field trips and extracurricular activities regardless of time or location, as well as the regular school day.

It is the policy of LEARN to abide by the manifestation determination decision of the Planning and Placement Team (PPT) for identified students with disabilities.

Definitions:

“Program” means any program under the direction of LEARN.

“LEARN-sponsored activity” means any activity sponsored, recognized or authorized by LEARN and includes activities conducted on or off program property.

“In-program suspension” means an exclusion from a LEARN classroom activity or program for no more than five consecutive school days but not exclusion from the program, provided such exclusion shall not extend beyond the end of the school year in which such in-program suspension was imposed.

“Suspension” means an exclusion from a program and/or from transportation only for no more than ten consecutive school days provided such exclusion should not extend beyond the end of the school year in which such suspension was imposed.

“Removal” means an exclusion from a LEARN program for all or part of a single class period and/or part of a day, provided such exclusion shall not extend beyond ninety minutes.

“Exclusion” means any denial of LEARN program privileges for disciplinary purposes.

“Dismissal” means the exclusion of a student from a LEARN program and program privileges for more than ten consecutive days and shall be deemed to include, but not limited to, exclusion from the property to which such pupil was assigned at the time such disciplinary action was taken, provided such dismissal shall not extend beyond a period of one calendar year. Dismissal will result in immediate notification to the sending district, may result in a return to the sending district and may result in expulsion or a PPT in the case of an identified student.

“Manifestation determination” means a decision made by the Planning and Placement Team (PPT) as to whether or not a student’s behavior is directly related to the student’s identified disability when that student has been charged with misconduct punishable by suspension or expulsion.

“Expulsion means any denial of public school privileges for disciplinary purposes by the sending school district.

Legal References: Connecticut General Statutes, 10-233a through 10-233f.
Individuals with Disabilities Education Act (IDEA),
~300.121(d); ~300.519 – 300.529.

Misconduct Requiring Disciplinary Action

The following breaches of conduct on school property, in a school classroom, on school transportation, or at any school activity, may result in removal, suspension or expulsion:

- A. Disruptive activities at school functions.
- B. Disruptive classroom behavior
- C. Willfully or recklessly striking or assaulting, or attempting to strike or assault, another person.
- D. Stealing or attempting to steal school property, private property, or other public property.
- E. Causing, or attempting to cause, damage to school property, private property, or other public property.
- F. Throwing of food or causing disruption in a lunchroom or cafeteria.
- G. Possessing, using, transporting, or transmitting, consuming or having consumed dangerous drugs, narcotics, or alcoholic beverages without authorization. Dangerous drugs or narcotics shall mean any controlled drug, as defined in Connecticut General Statutes, Section 19- 443 as amended.
- H. Possession or use of electronic paging or two-way communication devices such as beepers.
- I. Using obscene or profane language, or making obscene or profane gestures to members of the school staff, students or other persons.
- J. Deliberately refusing to comply with a reasonable directive from a member of the school staff.
- K. Participating in a walk-out, sit-in, or boycott, picketing or other demonstration which disrupts the educational process.
- L. Threatening, harassing, intimidating, or blackmailing school staff, students, or other persons.
- M. Leaving school grounds without permission.
- N. Failure to report to, or remain in an assigned area.
- O. Violating school smoking regulations.
- P. Violating published attendance regulations.
- Q. Violating any other disciplinary regulations and directives of LEARN/MSMHS.
- R. Wearing any article of clothing (including jackets, shoes, hats and bandannas) jewelry, or other item which is identifiable as a known symbol of gang membership or affiliation.
- S. Off-campus misconduct which directly affects the school's orderly operations by threatening the safety of school property or the welfare of the persons who work or study there.
- T. Gambling.
- U. Possessing, using, transporting, or transmitting any firearms, knives, explosives, or other dangerous object or substances of no reasonable use to the student at school.

The normal process of disciplinary action shall be:

- I. Teacher Intervention
- II. Administrative intervention
- III. Parent notification
- IV. Meeting to develop next steps
- V. Meeting of LEARN, parents, home district (PPT where appropriate)
- VI. Notification to outside authorities. Depending on the severity of the situation, removal and suspension can occur at any point in this process.

NURSING SERVICES AND HEALTH OFFICE POLICIES

9th Grade Mandatory Vision and Postural Screenings

In compliance with Connecticut State Law all 9th grade students undergo vision and postural screenings. Any parent who wants a child excluded from this screening must notify the school nurse in writing by October 1st of the 9th grade school year. If a student fails to meet the standard of the screening written notification will be sent to the parent/guardian.

10th Grade Mandatory Physical Examination

In compliance with Connecticut State Law MSMHS requires all students to have a physical examination by the start of their 10th grade school year. MSMHS will provide access to a free health assessment to any student whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk-program. MSMHS may partner with various community agencies to make this free exam available to qualified students. It is the responsibility of the parent or guardian to request this service, **in writing**, by November of the student's 9th grade year. **Students may be excluded from entry into the 10th grade if not in compliance with this policy.**

Health/Nursing Services

The school nurse maintains a cumulative health file for each student which includes illness notations, results of physical examinations, and other pertinent health information. Each parent must complete an emergency medical information form, an immunization record, and a yearly health update to be kept on file. Under Connecticut law no student may enter grade 10 without submitting the required recent physical examination form signed by a doctor.

Any student who becomes ill or injured while at school should inform the nearest faculty member and report immediately to the school nurse. If the student is unable to do so, the school nurse will be called to the scene. Parents must notify the school nurse in cases of student illness. Any request to limit a student's participation in a school activity for an extended time must be accompanied by a signed statement from a physician. Given the highly experiential nature of the MSMHS curriculum, extended non-participation may result in extensive make-up work or the repeating of a semester or an entire year.

Parents of students requiring either prescription or over-the-counter medication during school must contact the school nurse. **A medication administration form signed by a physician is required to permit the administration of ANY medicine in school.** All medication must be delivered to the school by an adult and be in the original container with proper labeling. Parents may authorize the administration of acetaminophen or ibuprofen in accordance with LEARN's standing orders from the medical advisor. Parents must complete, sign, and return the appropriate medication form.

Students with medical conditions that may be contagious or infectious may be excluded from school pending diagnosis and treatment to protect others from exposure. Medical clearance will be required to return to school.

Immunizations

MSMHS, as mandated by Connecticut law, requires that all students be successfully immunized with required vaccines, which can be found at www.ct.gov/dph.

Entering students must submit written proof of the required immunizations prior to attending school. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided in accordance with the State of Connecticut regulations.

School Based Health Services

The Community Health Center, Inc. provides school-based health services during the school day. Licensed healthcare providers are available to provide expanded medical (treatment for illnesses or injuries, and physicals) and behavioral health (individual, group, and family therapy). School-based health services works in conjunction with the care provided by your child's pediatrician and are not intended to replace regular care by your child's primary health-care provider. Our school nurses work closely with the School Based Health Clinic and are the initial point of contact for students and families. The MSMHS school nurses will often refer students to the SBHC. All SBHC services are confidential and parents must complete a Parent Permission form for students to receive services.

- Medical Services are available Mondays and Wednesdays from 7:30 a.m. – 2:00 p.m.
- Behavioral Health Services are provided by a Licensed Clinical Social Worker daily from 7:00 a.m. – 2:00 p.m.

RESOURCES AND SERVICES

ADMINISTRATION

The Principal and Dean of Students are responsible for the coordination and supervision of the entire educational and co-curricular program at the Marine Science Magnet High School.

Advisory Program

The Student Advisory Program is central to the personalization of education at MSMHS. Groups of approximately 12 students are assigned to a faculty advisor who will remain with them throughout their career at MSMHS. The student advisor will assist each student in meeting the academic, civic, and social expectations at MSMHS. Advisory teams will meet for 40 minutes on Tuesdays and Fridays. In addition to building a sense of community and collaboration skills, the advisory program is designed to help students with the assistance of a teacher who knows them well. The individual Student Success Plans, Capstone Graduation Portfolio, and Capstone Presentation are all developed over a four-year period with the faculty advisor. The mutual commitment to a personalized education and achieving MSMHS expectations is embodied in the agreement compact signed by each student, family, and advisor upon registration at MSMHS.

Announcements

Announcements are made at the beginning and end of the school day for the purposes of informing the school community of important events and information related to the school program. Announcements should be submitted to the main office at least one day prior to when they wish to have it read. An administrator must approve emergency announcements.

Crisis Team

A team consisting of administrators, school counselors, school psychologist, school social worker, school nurse and teachers, is responsible for crisis response planning, intervention and post-intervention

School Counseling

The school counseling program is under the direction of the MSMHS school counselors. The school counselor along with administration oversees the Student Advisory Program and works closely with the advisory teachers in helping students manage their Student Success Plans and Capstone Graduation Portfolios. The entire four-year process is aimed at creating self-directed

students who take increasing control of their personal growth, educational decisions, and academic/career planning. To accomplish this, students are assigned to small advisory groups with a teacher who has a student/advisor ratio of approximately 12:1. Over a four-year period the advisor gets to know each student well, help the student make meaning out of the school experience and achieve the school-wide graduation expectations. **The parent's primary home-school contact is the student's advisor.** The advisor, supported by the school counselor, will be the first and most important point of contact and intervention concerning each advisee's attendance, achievement, behavior, and educational and career planning. The school counselor's office will be the focal point for the various traditional guidance functions including student records, career and college planning information, crisis counseling, general counseling needs, SRBI team, parent-counselor meetings, planning and placement team meetings, standardized testing, and student data.

Lockers and Storage

Lockers and storage areas of any kind are the property of MSMHS and may be entered and searched by school officials at any time. Valuables should not be brought to school or left in school storage places or lockers as the school is not responsible for lost or stolen items.

Lost and Found

Any articles that are found on school premises should be returned to the school office. Unclaimed articles will be disposed of at the end of each month. Lost or suspected theft of personal or school property should be reported to the principal immediately.

Meal Program

Dining Area / Great Hall

Students are required to eat their meals exclusively in the designated areas. All students must keep the dining area clean. It is expected that students will clean up after themselves, deposit their trash in the appropriate containers, and clean their table areas after eating in order to ensure a safe eating environment for all students and staff. Students will conduct themselves appropriately by maintaining a reasonable noise level and addressing staff, teachers, and fellow students courteously. Failure to do so will result in the loss of dining hall privileges and the consequences of disciplinary action. Rules for students using the Dining Area/Great Hall for eating, study, or quiet conversation include:

- 1.) Students are not to sit on the tables or put their feet on the tables.
- 2.) Students are not to block passageways into or out of the cafeteria.
- 3.) Gambling, card playing or games of chance are prohibited.
- 4.) Ball playing is not permitted.
- 5.) During lunch, lunch shifts will have adult supervision; however, students are expected to keep the area clean. Please use the trash cans that are located throughout the Dining Area/Great Hall and recycle as appropriate.
- 6.) For safety and security reasons, book bags and backpacks may be restricted from the Dining Area/Great Hall during part of the school day.
- 7.) Students are to remain in the Dining Area/Great Hall throughout the entire lunch block.

Free and Reduced Lunch Program

MSMHS participates in the National School Lunch Program. This program provides nutritious meals for students at a reasonable price. It also makes provision for providing both reduced price meals and free meals for students whose family income falls within certain prescribed guidelines. Since the federal government and the State of Connecticut reimburse the Board of Education for at least part of the cost of these meals, it is important that the schools maintain accurate information concerning the types of meals served. The government will only provide reimbursement for one meal per child. Inquiries about free or reduced lunch may be directed to

the Dean of Students, Mrs. Campbell at ext. 605. Applications for free or reduced lunch are available in the main office.

Program Overview

Families have the option of using the MSMHS point of sale (POS) system, or utilizing SLA (School Lunch Account), an on-line payment management program that allows parents to deposit funds and manage their child’s meal account electronically (www.slalunch.com). Information about SLA is available in the main office. Parents who opt to use the POS system can also deposit money in their child's school meal account any time during the school year.

Offering and serving well-balanced meals to our students is important. MSMHS welcomes all parents to become involved in their child’s meal activities and looks forward to having your son or daughter as active participants. Monthly school breakfast and lunch menus can be found on the school’s website at <http://marinesciencemagnet.org>.

The MSMHS has established school lunch prices for the 2015-2016 school year as follows:

Breakfast	\$1.50	Reduced Breakfast	\$0.30
Lunch	\$3.00	Reduced Lunch	\$0.40

Food items may also be purchased a la carte through prepayments or cash.

NOTE: Due to food allergy concerns, no student may bring food or drink to school for another student. Students may bring in food for their own consumption.

Student Meal Charge Policy

MSMHS recognizes that, on occasion, students may forget to bring meal money to school. To ensure that students do not go hungry, but also to promote responsible student behavior and to minimize the fiscal burden on the school, the school must follow the following guidelines with regard to student meal charges:

- No MSMHS student will be deprived a meal, nor be served a differentiated meal (i.e. peanut butter/jelly or cheese sandwich), due to forgotten or lost meal money;
- A student who forget to bring his/her meal money will be allowed to charge a reimbursable meal (what is on the menu for that day);
- A student will be limited to charging three (3) breakfasts and/or lunch meals, and **will not be able to charge additional meals, until the balance due is paid in full**, or other arrangements have been **approved in writing by the principal or his designee**;
- After the third charge, the principal or designee will be notified in order to approve any additional charged meal for the student;

Allowable Meal Charges by Status

Status	Number of Allowable Breakfast/Lunch Charges	Charge Cap
Reduced	3 (\$0.40 x 3)	\$1.20
Paid	3 (\$3.00 x 3)	\$9.00

- All outstanding balances must be paid in full within five school days;
- A student with outstanding balances will not be allowed to purchase a la carte items until all charges are paid;
- **Students are not permitted to charge a la carte items**; and
- **All student negative meal account balances must be resolved by the school principal or their designee prior to the end of the current school year.**

This policy applies to all paying students whether they are paying reduced-price or full-price. If a student is without meal money on a consistent basis, the principal or designated member of the school's administrative team will investigate the situation more closely and:

1. Contact the parent/guardian to bring/send repayment to the school;
2. Encourage parent/guardian to add prepayment funds to the student's meal account; and/or
3. Encourage the parent/guardian to apply for free or reduced price meals.

If school authorities suspect that a student may be abusing this policy, they will provide written notice to the parent that if he/she continues to abuse this policy, the privilege of charging meals will be denied.

Psychological Services

MSMHS has a full time school psychologist who provides assistance with a personal or educational problem which may be impacting school performance. Services provided include psychological testing, individual and small group counseling, and interventions.

Military/College Recruitment

Federal law requires that school districts must, upon request, provide military recruiters, colleges and universities access to the names, addresses, and telephone listings of secondary school students. Parents or guardians may request that this directory information not be released without prior written consent. However, given the nature and purpose of the MSMHS program and preparation, it is recommended that parents consider allowing directory information from military colleges and science-oriented universities.

Peer Mediation Program

The Peer Mediation Program is designed to reach out to students who are struggling to resolve conflicts with their peers through the use of a peer-helping-peer model. Students are selected to become peer mediators based upon recommendations from teachers, guidance counselors, and administrators. These candidates engage in a rigorous one-day training focused on providing an understanding of the peer mediation model, goals, and guidelines.

The peer mediation process begins with an initial referral that may be made by teachers, guidance counselors, administrators, students, and parents. If a conflict among students indicates an imminent risk of danger or a threat to the safety and well-being of our students, the issue will be immediately reported for administrative intervention and will not be processed by the peer mediation team. Once a referral is initiated, consent to engage in the peer mediation process will be requested from both students engaged in conflict and is necessary for the process to continue. The parties involved in a conflict will meet with a team of two peer mediators and dedicate themselves to developing a plan to resolve the presented conflict. All parties involved in a mediation session must commit to maintaining the confidentiality of any information disclosed in the session unless that information poses imminent danger or risk.

The ability to meet with age-related peers and receive guidance toward conflict resolution will undoubtedly provide an increased comfort level in an otherwise stressful time, thereby assisting us in meeting our goals of student safety and achievement.

School Resource Officer: (SRO)

Officer Bobby Harris from the Groton City Police Department is the Student Resource Officer for the Marine Science Magnet High School. Officer Harris works closely with the administrative team working hand in hand to solve problems in the school community. Officer Harris serves as a resource for students enabling them to be associated with a law enforcement figure in their school environment. He also serves as a resource to teachers and parents, for conferences on an individual basis, dealing with individual problems or questions. Also, he can

serve as a counseling resource in areas which may affect the educational environment, but may be of a law related nature. The SRO is also a liaison between the police department and helps provide community oriented policing services for the high school and the surrounding community. In addition to our School Resource Officer, a Groton City Police Officer will visit our school daily as a regular part of their patrol duties.

SRBI Team – (SCIENTIFIC RESEARCH-BASED INTERVENTION)

The SRBI Team consists of the MSMHS Principal, school counselor, school psychologist, Dean of Students, regular education teachers and special education teachers who meet on a regular basis. The SRBI Team looks at referrals concerning non-special education students who are experiencing academic or behavioral difficulties. The team develops intervention strategies and program modifications specific to the student needs.

Working Papers

Students must have the following documents and meet the following criteria in order to obtain working papers from the Principal's Office.

- Student must be a current student at Marine Science Magnet High School.
- Student must be 16 years old.
- Student must appear in person. There are no exceptions to this requirement.
- Student must have authentic documentation of evidence of age.
- Student must have written promise of employment signed by the prospective employer.
- Student must complete the LEARN/MSMHS Working Papers Information Form.

SAFETY PROCEDURES

Aquaculture Lab

The aquaculture lab is a 21st century facility housing valuable marine life species along with sophisticated computers, mechanical, chemical and water quality systems. Mr. Litvinoff serves as the aquaculture project leader and is responsible for the care and upkeep of all aspects of the aquaculture lab. Students in this lab must realize that they are engaged in important adult-like science work using very costly equipment. At all times, students are to respect the safety of others, the various species, and the lab equipment and facilities. Students must follow closely the instructions and authority of the aquaculture lab teacher and any other instructional staff in the lab. Refer to Safety and Accident Prevention.

Asbestos Management Annual Notification

All LEARN buildings that are occupied by LEARN employees and students, have been inspected by an accredited inspector as required by the Asbestos Hazard Emergency Response Act of 1986 (AHERA). AHERA requires Local Education Agencies (LEAs) to identify Asbestos Containing Materials (ACM) in their school building and to take appropriate actions to control the release of asbestos fibers.

The building will be re-inspected every 6 months by qualified school personnel to determine any changes in the condition of the identified ACM. Additionally, the school building will be re-inspected every 3 years by an accredited and licensed inspector following the same basic criteria as the original inspection.

An Asbestos Management Plan (AMP) has been prepared by an accredited and licensed asbestos management planner as required by AHERA and the State of Connecticut Department of Health. The AMP is available for review during the normal business hours, without cost or restriction, to representatives of EPA and the State of Connecticut, school district personnel, their representative, parents or legal guardians and the public.

Emergency Evacuation Plan

This was developed in response to a request for providing an emergency evacuation plan in the case of a nuclear power plant emergency or other incident.

ALERT SIGNAL - is a steady siren toner for three (3) minutes or more from sirens or loud speakers on emergency vehicles.

WHEN YOU HEAR THE ALERT SIGNAL - turn on your radio or television to listen to the Emergency Broadcast System. You will be kept informed by local and state authorities as long as there is an emergency.

IF YOU ARE TOLD TO STAY HOME AND TAKE SHELTER - stay indoors and close all windows, doors, dampers, etc. STAY CALM and keep tuned to the Emergency Broadcast System for further instructions.

IF YOUR CHILDREN ARE IN SCHOOL - do not attempt to pick them up. Your children will either be sheltered at school, or transported and cared for at the reception center/shelter according to the location (town or city) in which the school is located. This information can be found in all Telephone Books on pages 1 and 2 of the yellow pages.

STAFF RESPONSIBILITIES

TEACHERS/INSTRUCTIONAL ASSISTANTS:

All students shall be safely boarded on proper vans/buses, etc. prior to leaving the school.

OFFICE PERSONNEL:

NOT directly responsible for student evacuations may leave as soon as directed.

SCHOOL BASED SERVICES ADMINISTRATION:

Shall be responsible for contacting district transportation companies for LEARN students not transported by LEARN Transportation.

Fire, Evacuation and Lockdown Drills

School safety is an absolute priority at MSMHS. Detailed instructions for emergencies are posted in all areas of the school, and periodic practice drills are conducted by school staff. All students and staff are expected to familiarize themselves with emergency procedures and cooperate promptly and fully with school authorities in all emergencies and emergency drills. MSMHS will work with local emergency agencies to ensure proper procedures and precautions are in place for the safety of all students, faculty, and staff.

In the event of a fire drill, evacuation or lock down exercise, students must follow ALL instructions given by teachers and administrators. The Groton City Police Department, upon being notified, will quickly respond to the school to ensure student safety. Police officers will contain an incident and advise the administration and students of evacuation procedures. Students will be instructed to follow the directions of the police officers. Failure to comply with the above expectations upon the request of a staff member constitutes insubordination.

Safety/Accident Prevention

Student and staff safety on campus, during on-water activities, in laboratories, at off-site field work, during field trips and at all school-related events is an absolute priority at MSMHS. In addition to regular school safety procedures, the cooperation of students is essential to ensure the safety of everyone. At all times MSMHS students should:

- Remember that they are engaged much of the time in adult-like work activities;
- Avoid conduct that may put themselves, other students or staff at risk;
- Follow school rules and adhere to the core values and beliefs;
- Make careful and safe use of all scientific and industrial tools and equipment;
- Promptly report potential safety hazards, including intruders on campus;

- Immediately report all accidents and injuries to the nearest school staff;
- Know emergency procedures, signals and evacuation routes;
- Immediately follow the instructions of staff who are overseeing the welfare of students.

Smoke Free Environment

The Board recognizes that tobacco in the school and work environments are not conducive to good health. As an educational organization, LEARN should provide both effective education programs and a positive example to students concerning the use of tobacco.

The Board declares all facilities operated by LEARN, and all spaces within them, to be officially designated tobacco-free environments. Staff, students, and members of the public are prohibited from using or possessing tobacco in any form in these facilities.

The following disciplinary measures will be enforced for students who violate the LEARN Smoke-Free Environment Policy.

1. **First Offense:**
In-school suspension, parental contact, referral to the School Counselor and, if smoking within a school building:
 - Infraction ticket issued by the Groton Police Department under Connecticut General Statute 19a-342.
2. **Second Offense:**
Two day in-school suspension, parent conference, referral to the School Counselor, and if smoking within a school building:
 - Infraction ticket issued by the Groton Police Department under Connecticut General Statute 19a-342.
3. **Third Offense:**
One to three days out-of-school/in-school suspension, parent conference, referral to the School Counselor and, if smoking within a school building:
 - Infraction ticket issued by the Groton Police Department under Connecticut General Statute 19a-342.

Further offenses may result in out of school suspension. The school principal may also restrict parking privileges and extracurricular activity participation.

Substance Abuse

Through the use of curriculum development, classroom activities, community support and resources, a consistent administrative and faculty effort, education processes mandated through IDEA, and rehabilitative and disciplinary procedures, the administration and staff of LEARN/MSMHS, in cooperation with the student's parents/guardians, will work to educate, prevent, and intervene in the abuse of all drug, alcohol, and mood altering substances by the entire student population in accordance with state law.

As an extension of this policy, the rules, regulations, and guidelines shall be used by all LEARN personnel when responding to drug, mood altering substance, and alcohol related situations.

Unauthorized Areas and Facilities

Certain equipment and areas of the building of no valid use to students are off limits to protect the safety of equipment, school property and personnel. Any student who violates those areas loses trust with the staff and is subject to strong disciplinary action.

TECHNOLOGY

Internet/Cell Technology/Acceptable Use Policies

MSMHS curriculum makes extensive use of resources on the internet that makes it vital for students to avoid dangerous, destructive and unlawful behavior when using the internet. All students and their parents must sign an acceptable use policy that indicates that the student agrees to use the internet exclusively for educational purposes and to abide by the MSMHS Computer Technology Use Rules. Students found violating the acceptable use policy, especially by viewing inappropriate sites, are subject to disciplinary consequences and revocation of computer privileges for a specified period of time.

In the MSMHS technological environment, cellular devices may be integrated into the lesson. Student possession and use of cell phones, iPods, iPads, and similar devices are permitted at MSMHS when utilized under the direction of a staff member in the delivery of curriculum and instruction. Students possessing or using an electronic device that inhibits teaching and learning or that does not support the school mission will have their portable electronic device confiscated and held for parents to claim. Student use and possession of electronic devices are always at the discretion of the teacher and school.

LanSchool

MSMHS utilizes LanSchool, a classroom learning and teaching management software product that assists teachers with their students' computer use during class time. LanSchool will be used in all computer labs, mobile laptop carts, and in the library. LanSchool facilitates teaching and learning, assesses learning, and monitors student computer usage. LanSchool also allows teachers to:

- Regulate computer access;
- View student screens;
- Transpose the teacher's screen onto all student screens;
- Make immediate electronic comments to all students or selected students;
- Take a screen shot of a student screen;
- Eliminate information on student screens;
- Limit the applications and/or internet sites students can access;
- Disable applications, the internet, or printer functions.

Technology Resources













In order for MSMHS students to achieve 21st century learning expectations, it is vital that students responsibly use computers and other advanced technology for school purposes only. Students will have access to school computer networks, laptops, peripherals and the internet on a regular basis. At all times students must abide by the MSMHS computer technology use rules.

SCHOOL-WIDE RUBRICS

MSMHS Rubric 1: Communication

Student reads and writes effectively for a variety of purposes.











8/12 Edition

Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Fluency	<ul style="list-style-type: none"> Reads challenging material with exceptional speed, accuracy and confidence 		<ul style="list-style-type: none"> Reads adequately at a deliberate pace, re-reading challenging material 		<ul style="list-style-type: none"> Reads haltingly Resists reading assignments
Comprehension	<ul style="list-style-type: none"> Understands purpose, main ideas, supporting details, context clues Uses prior knowledge to make connections 		<ul style="list-style-type: none"> Understands general purpose, key ideas, some supporting details Needs assistance with context clues and making connections 		<ul style="list-style-type: none"> Lacks understanding of main purpose and main ideas Lacks ability to retain details No evidence of reading strategies, context clues
Interpretation	<ul style="list-style-type: none"> Differentiates with precision: fact, opinion, cause, effect Makes insightful interpretations and inferences 		<ul style="list-style-type: none"> Differentiates most fact from opinion and cause from effect Conclusions and interpretations plausible 		<ul style="list-style-type: none"> Confuses fact and opinion, cause and effect Conclusions and interpretations lacking or inaccurate
Purpose, Thesis, Point of View	<ul style="list-style-type: none"> Powerful development of purpose, thesis, main idea in a complex context Skillfully addresses audience with appropriate tone and communication strategy 		<ul style="list-style-type: none"> Establishes purpose with adequate development of thesis, main ideas Generally addresses audience with appropriate tone and communication strategy 		<ul style="list-style-type: none"> Purpose, thesis, point of view mostly absent Ideas undeveloped No evidence of communication strategy or audience awareness
Content, Support, Evidence	<ul style="list-style-type: none"> Ample content to support thesis, main idea, reasoning, critical thought, evidence Insightful reasoning; addresses counterviews 		<ul style="list-style-type: none"> Sufficient content to support thesis, main idea Consistent use of appropriate reasoning and relevant evidence 		<ul style="list-style-type: none"> Virtually no content or evidence to support thesis or main idea No relevant evidence Lacks critical thought
Revising and Editing	<ul style="list-style-type: none"> Strong evidence of change from draft review Skillful use of transitions and organizational components Fluent, coherent and unified structure Error-free use of convention and mechanics 		<ul style="list-style-type: none"> Evident change from draft review Consistent use of transitions and organizational components Few errors in grammar, spelling, syntax, punctuation, usage vocabulary 		<ul style="list-style-type: none"> No evidence of change from draft review Errors in grammar, spelling, syntax, punctuation, usage vocabulary are common throughout Ideas unclear with no linkage or progression

MSMHS Rubric 2: Accountable Talk

Student speaks effectively with a variety of audiences in an accountable manner.









8/12 Edition

Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Purpose	<ul style="list-style-type: none"> • Captures and maintains high level of audience attention • Establishes purpose • Stays on topic, relevant to task 		<ul style="list-style-type: none"> • Purpose mostly clear • Lack some audience awareness • Generally on topic and relevant to task 		<ul style="list-style-type: none"> • Lacks purpose • May be reluctant to speak or present views • May resist assistance
Accountability	<ul style="list-style-type: none"> • Includes evidence and examples that strongly support the presentation • Incorporates knowledge from multiple resources • Addresses multiple points of views and beliefs about the topic 		<ul style="list-style-type: none"> • Adequate details to support topic and main points • Incorporates some knowledge from limited resources • Provides some different points of view about the topic 		<ul style="list-style-type: none"> • Little, if any, useful content or examples • Fails to provide other points of view about the topic
Organization	<ul style="list-style-type: none"> • Highly organized, coherent, easy- to-follow message in all respects: introduction, smooth transitions, progression, conclusion 		<ul style="list-style-type: none"> • Message mostly coherent • Adequate introduction and conclusion • May need help with transitions, progression of ideas 		<ul style="list-style-type: none"> • Incoherent message • Introduction and conclusion weak or missing • Little or no progression of ideas
Grammar Usage	<ul style="list-style-type: none"> • Uses well-chosen vocabulary and grammar • Avoids slang and simplistic expression • Excellent enunciation 		<ul style="list-style-type: none"> • Slang and inappropriate vocabulary in places • Needs help with grammar usage and enunciation 		<ul style="list-style-type: none"> • Slang, poor vocabulary • Poor grammar usage throughout
Presentation	<ul style="list-style-type: none"> • Relaxed confidence and enthusiasm are evident • Obvious audience rapport • Excellent presentation skills 		<ul style="list-style-type: none"> • Mostly satisfactory appearance • Speaks clearly with adequate pacing • Lacking some elements of posture, eye contact, physical expression 		<ul style="list-style-type: none"> • Reluctant delivery • Poor presentation elements

MSMHS Rubric 3: Mathematics

Student employs mathematical problem-solving skills effectively.











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Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Problem Definition	<ul style="list-style-type: none"> • Creatively defines, restates complex problem using the most applicable concepts • Recognizes sophisticated patterns and relationships 		<ul style="list-style-type: none"> • Defines the essential problem • Some patterns, relationships recognized • Errors do not affect comprehension 		<ul style="list-style-type: none"> • Little or no understanding of the problem, patterns, relationships • Work attempt error prone
Data Interpretation	<ul style="list-style-type: none"> • Rapidly identifies and creatively uses all information critical to the problem • Precise and complete data interpretation 		<ul style="list-style-type: none"> • Needs some assistance identifying critical information • Mostly accurate data interpretation. 		<ul style="list-style-type: none"> • Little or no effort to study information or interpret data • Resists assistance
Strategies Solutions	<ul style="list-style-type: none"> • Uses mathematically sound strategies and formulas • Thorough and flawless solutions • Assists others in problem-solving 		<ul style="list-style-type: none"> • Uses mathematically sound strategies, formulas, with some guidance • Solution process may include minor errors 		<ul style="list-style-type: none"> • Little or no attempt to develop a strategy or formula • Any solutions error-prone
Justification	<ul style="list-style-type: none"> • Displays all steps in complex work • Precisely explains all strategies and justifies solutions using precise mathematical terms and symbols 		<ul style="list-style-type: none"> • Some steps in work process unclear or missing • Explains basic strategy and solutions using mathematical terms and symbols with some assistance 		<ul style="list-style-type: none"> • Does not complete steps in work process • Explanation lacks clarity

MSMHS Rubric 4: Scientific Inquiry

Student applies scientific knowledge and concepts to a variety of investigative tasks.

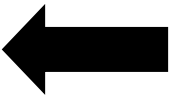









8/12 Edition

Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Identify Problem and Develop Hypothesis	<ul style="list-style-type: none"> Clearly states the problem and identifies independent and dependent variables Develops hypothesis using scientific concepts and principles 		<ul style="list-style-type: none"> Identifies the problem Identifies independent and dependent variables with assistance Develops hypothesis 		<ul style="list-style-type: none"> Does not identify the problem Does not identify independent and dependent variables Does not develop a hypothesis
Design and Perform Experiment	<ul style="list-style-type: none"> Independently develops and follows an efficient and appropriate strategy that matches the stated problem Applies and understands all safety precautions 		<ul style="list-style-type: none"> With some assistance, develops and follows a strategy that matches the stated problem Applies all safety precautions 		<ul style="list-style-type: none"> Does not develop a strategy that matches the problem Does not apply all safety precautions
Collect and Organize Data	<ul style="list-style-type: none"> Accurately measures, records and labels data using appropriate units Appropriately organizes data into data tables, graphs, and diagrams 		<ul style="list-style-type: none"> Often accurately measures, records and labels data using appropriate units Organizes data into data tables, graphs, and diagrams 		<ul style="list-style-type: none"> Inaccurately measures, records and labels data Lacks skills to organize data into data tables, graphs, and diagrams
Draw Conclusions	<ul style="list-style-type: none"> Analyzes the results and makes connections to the hypothesis Fully develops and discusses a conclusion 		<ul style="list-style-type: none"> Analyzes the results Develops a conclusion 		<ul style="list-style-type: none"> Limited analysis of results Does not accurately develop or communicate a conclusion
Discuss Validity	<ul style="list-style-type: none"> Reliability of data and validity of experiment is thoroughly discussed Identifies possible experimental errors and develops procedural improvements 		<ul style="list-style-type: none"> Reliability of data and validity of experiment is generally discussed Identifies some possible experimental errors 		<ul style="list-style-type: none"> Reliability of data and validity of experiment is not discussed Experimental errors are not identified

MSMHS Rubric 5: Marine Science

Demonstrate an understanding of the essential concepts within the field of marine science.









3/14 Edition

Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Content	<ul style="list-style-type: none"> Displays a comprehensive understanding of the main ideas and supporting content Demonstrates a complex understanding of ideas related to the marine sciences 		<ul style="list-style-type: none"> Identifies the main ideas and some supporting content Demonstrates a basic understanding of ideas related to the marine sciences 		<ul style="list-style-type: none"> Does not identify the main ideas Little or no demonstration of understanding ideas related to the marine sciences
Communication	<ul style="list-style-type: none"> Captures and maintains audience, attention with appropriate tone and communication strategies Conveys concepts clearly, thoroughly and accurately Highly organized, coherent, easy to follow message 		<ul style="list-style-type: none"> Maintains audience attention Organized, coherent, somewhat easy to follow message Generally addresses audience with appropriate tone and communication strategy 		<ul style="list-style-type: none"> No attempt to maintain audience attention Incoherent and difficult to follow message No evidence of communication strategy or audience awareness
Connections to Ocean Literacy	<ul style="list-style-type: none"> Clearly makes connections to at least two <i>Essential Principles of Ocean Literacy</i> Demonstrates a complex understanding of the <i>Fundamental Concepts of Ocean Literacy</i> 		<ul style="list-style-type: none"> Clearly makes a connection to one of the <i>Essential Principles of Ocean Literacy</i> Demonstrates a basic understanding of the <i>Fundamental Concepts of Ocean Literacy</i> 		<ul style="list-style-type: none"> Connections to ocean literacy are unclear or absent <i>Fundamental Concepts of Ocean Literacy</i> are not referenced or contain major misconceptions
Application of Evidence	<ul style="list-style-type: none"> Forms valid conclusions by synthesizing multiple arguments, each based on multiple sources of evidence 		<ul style="list-style-type: none"> Forms valid conclusions based on multiple sources of evidence, which may include specific events, data, textual support, or circumstances Uses a single argument based on evidence 		<ul style="list-style-type: none"> Does not form valid conclusions based on evidence Sources of evidence are not appropriate to support ideas
Use of Scientific Instrumentation	<ul style="list-style-type: none"> Independently selects appropriate instrumentation Demonstrates advanced skill using equipment Skilfully collects and records sufficient data 		<ul style="list-style-type: none"> Selects appropriate instrumentation Demonstrates skill using equipment, with assistance Collects and records sufficient data 		<ul style="list-style-type: none"> Does not select appropriate instrumentation Inappropriate or no use of equipment Does not collect or record data

MSMHS Rubric 6: Technology

Student uses technology responsibly to create, research, synthesize, and communicate information fluently.













8/12 Edition

Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Planning	<ul style="list-style-type: none"> Independently uses technology to apply existing knowledge to create well developed questions for investigation and make predictions Constructs a clear, insightful thesis statement 		<ul style="list-style-type: none"> With assistance, uses technology to apply existing knowledge to create well developed questions for investigation and make predictions Constructs a basic thesis statement 		<ul style="list-style-type: none"> Unable to use technology to apply existing knowledge to create well developed questions for investigation and make predictions
Researching	<ul style="list-style-type: none"> Applies digital tools to locate information responsibly from a variety of sources and media; including evaluating and selecting information sources Research includes primary and secondary sources 		<ul style="list-style-type: none"> With minimal support, applies digital tools to locate information responsibly from a variety of sources and media; including evaluating and selecting information sources. 		<ul style="list-style-type: none"> Unable to apply digital tools to locate information responsibly from a variety of sources and media; including evaluating and selecting information sources. Displays minimal effort
Synthesizing	<ul style="list-style-type: none"> Uses digital tools to organize data with a coherent and clear focus Uses highly relevant information effectively Interprets and evaluates information with insight and accuracy Brings closure to thesis or research questions 		<ul style="list-style-type: none"> Uses digital tools to sort data; organizes, synthesizes information with assistance May use irrelevant information Interprets, evaluates data with assistance May not address all research questions 		<ul style="list-style-type: none"> Unable to organize data using digital tools Displays minimal effort Minimally addresses research questions
Communicating	<ul style="list-style-type: none"> Demonstrates advanced skill in using technology to communicate research results clearly, thoroughly and accurately Excellent written expression and source citation (MLA) 		<ul style="list-style-type: none"> Uses technology to communicate research results adequately, with some mechanical, grammatical errors May struggle with proper citation (MLA) 		<ul style="list-style-type: none"> Little or no communication of research results Errors in grammar and mechanics Lacks proper citation of others' contributions

MSMHS Rubric 7: Problem Solving

Student makes decisions and solves problems in independent and collaborative settings.











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Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Problem Definition	<ul style="list-style-type: none"> Understands, accurately defines complex problem, related issues and factors Generates hypotheses, makes predictions 		<ul style="list-style-type: none"> With guidance understands, defines the problem or essential issue Forms hypothesis or makes predictions 		<ul style="list-style-type: none"> Little if any understanding of the problem or issue Reluctant to address the work
Thinking Strategies	<ul style="list-style-type: none"> Independent critical thinker Considers alternatives Chooses best strategy and implements skillfully 		<ul style="list-style-type: none"> With guidance considers alternatives, chooses a strategy Implements strategy adequately 		<ul style="list-style-type: none"> Does not understand concept of alternatives, strategies No implementation
Resources	<ul style="list-style-type: none"> Skillfully locates and uses all relevant resources, information Assesses credibility accurately 		<ul style="list-style-type: none"> Locates/uses mostly relevant information & resources Needs assistance with assessing credibility 		<ul style="list-style-type: none"> Cannot locate and use relevant resources and information
Conclusions/Decisions	<ul style="list-style-type: none"> Draws accurate and insightful conclusions Makes excellent decisions with ample evidence Forms strong action plan, if relevant 		<ul style="list-style-type: none"> With guidance draws accurate conclusions Makes adequate decisions with sufficient supporting evidence 		<ul style="list-style-type: none"> Avoids critical thinking and problem-solving activities Conclusions, if any, are wrong Evidence is lacking
Reflection	<ul style="list-style-type: none"> Reviews the problem-solving experience and evaluates methods Considers relevant ethical, social, technical issues, etc. 		<ul style="list-style-type: none"> Reflects meaningfully on the problem-solving experience and methods without assistance 		<ul style="list-style-type: none"> Avoids reflective thinking, resists assistance in self-critiquing Shows lack of interest
Collaborative Setting (Optional)	<ul style="list-style-type: none"> Active team leadership role Aware of key group dynamics Motivates others, promotes participation Offers valuable input 		<ul style="list-style-type: none"> Adequate participant in group setting Offers some input, some responsibility-sharing No evidence of leadership 		<ul style="list-style-type: none"> Actively resists constructive participation in group setting May jeopardize group success

MSMHS Rubric 8: Student Ownership

Student takes responsibility for own learning and behavior.

8/12 Edition













Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Self-Regulation	<ul style="list-style-type: none"> Emotionally mature and well balanced Reflective about actions Respects, assists, responds to authority 		<ul style="list-style-type: none"> Manages own emotions adequately, responds adequately to authority most of the time. Some impulsivity, but responds flexibly to most situations 		<ul style="list-style-type: none"> Serious emotional management issues across the board, lacks proper responsiveness to staff, authority Tends to 'make matters worse'
Commitment To Learning	<ul style="list-style-type: none"> Accountable and reliable to the learning environment Takes initiative and relishes new experience Pursues excellence in all endeavors 		<ul style="list-style-type: none"> Generally attentive and responsive to the learning environment Adequate perseverance Satisfactory completion of tasks 		<ul style="list-style-type: none"> Lacks commitment to learning Rejects task-orientation, resists accepting responsibility for own learning
Goal Orientation	<ul style="list-style-type: none"> Sets challenging personal and academic goals Pursues goals vigorously, measures progress. Reflects on results 		<ul style="list-style-type: none"> Sets appropriate personal, academic goals and pursues with assistance Measures progress with assistance. Some goal reflection 		<ul style="list-style-type: none"> Does not set or pursue learning goals May even resist goal-setting and achievement process
Self-Assessment	<ul style="list-style-type: none"> Excels at accepting input, responsibility for actions Takes responsibility for own learning Realistic self-assessment 		<ul style="list-style-type: none"> Usually accepts basic responsibility for actions Most times takes responsibility for own learning Realistic self-assessment 		<ul style="list-style-type: none"> Does not take responsibility for own behavior or learning No attempt to self-assess
Collaborative Setting	<ul style="list-style-type: none"> Takes positive, constructive leadership role in group settings; models for others. Takes initiative to help others, share knowledge 		<ul style="list-style-type: none"> Generally positive and constructive, but may need assistance to perform productively in group settings Somewhat unassertive 		<ul style="list-style-type: none"> Behaves negatively Does not accept responsibility for group participation Jeopardizes group success

MSMHS Rubric 9: Responsibility and Stewardship

Student values human, cultural and natural diversity.

Student meets civic responsibilities to society and the natural environment.

8/12 Edition

Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Respect	<ul style="list-style-type: none"> Usually respects self, others, school Responds well to authority and intervention 		<ul style="list-style-type: none"> Usually respects self, others, school Responds well to authority and intervention 		<ul style="list-style-type: none"> General disrespect Frequent incidents and referrals Responds poorly to intervention
Participation	<ul style="list-style-type: none"> Participates satisfactorily in classes, labs and entire school program most of the time 		<ul style="list-style-type: none"> Participates satisfactorily in classes, labs and entire school program most of the time 		<ul style="list-style-type: none"> Nearly a non-participant Lacks interest and commitment to the school program
Responsibility	<ul style="list-style-type: none"> Usually adheres to school policies, ethical citizenship Usually honest, punctual Needs improvement in preparation, organization Responds well to intervention 		<ul style="list-style-type: none"> Usually adheres to school policies, ethical citizenship Usually honest, punctual Needs improvement in preparation, organization Responds well to intervention 		<ul style="list-style-type: none"> Poor citizenship behavior predominates in many areas of behavior Significant pattern of misconduct and disciplinary referrals Resists intervention
Social Interaction	<ul style="list-style-type: none"> Sensitive to feelings of others, sometimes to needs of others Adequate interpersonal and collaborative skills 		<ul style="list-style-type: none"> Sensitive to feelings of others, sometimes to needs of others Adequate interpersonal and collaborative skills 		<ul style="list-style-type: none"> Pattern of insensitivity to feelings, needs of others Lacks interpersonal and collaborative skills Harms school climate
Diversity	<ul style="list-style-type: none"> Shows tolerance for human and cultural differences Values natural diversity 		<ul style="list-style-type: none"> Shows tolerance for human and cultural differences Values natural diversity 		<ul style="list-style-type: none"> Shows active, intolerant behavioral pattern Displays ignorance of diversity values
Environmental Stewardship	<ul style="list-style-type: none"> Usually respects life species and the environment Adequate participation in related community service projects 		<ul style="list-style-type: none"> Usually respects life species and the environment Adequate participation in related community service projects 		<ul style="list-style-type: none"> Behavior shows pattern of disrespect for life species and the environment No community service involvement

