

Joel Barlow High School
Handbook
2018-2019



Joel Barlow High School
Region 9



Joel Barlow High School
DAILY SCHEDULE

DAY ROTATION	Day 1	Day 2		Day 3	Day 4	Day 5	Day 6	Day 7
7:30 - 8:18	1	7:30 - 8:15	3	1	1	1	1	1
8:23 - 9:14	2	8:20 - 9:05	4	2	2	2	2	2
9:14 - 9:27	Community Minutes	9:05 - 9:18	Community Minutes					
9:27 - 10:15	3	9:18 - 9:38	Advisory	4	3	3	3	3
		9:43 - 10:23	Activity					
10:20 - 11:08	4	10:28 - 11:13	5	5	5	4	4	4
11:12 - 12:22*	5	11:17 - 12:27**	6	6	6	6	5	5
12:26 - 1:14	6	12:32 - 1:17	7	7	7	7	7	6
1:19 - 2:07	7	1:22 - 2:07	8	8	8	8	8	8

* Lunch (Days 1, 3, 4, 5, 6 and 7):

- 1st 11:08 - 11:33
- 2nd 11:33 - 11:58
- 3rd 11:58 - 12:22

** Lunch (Day 2):

- 1st 11:13 - 11:38
- 2nd 11:38 - 12:03
- 3rd 12:03 - 12:27

- ACTIVITY PERIOD meets every Day 2. All students participate in a club, team or activity during this time. Options are noted on the Joel Barlow website.
- ADVISORY GROUPS meet every Day 2. All students are assigned to an Advisory group. In addition, Grade 9 students will meet with their Advisory group daily during community minutes for the first two weeks of school.
- FALCON DAYS provide an opportunity for all periods to meet in a single day.
- BLACK AND GOLD DAYS have longer periods to permit a seminar experience in all classes. They also include additional blocks of time when assemblies, convocations, and learning academies can take place.

Falcon Day	
7:30 - 8:11	1
8:16 - 8:57	2
9:02 - 9:43	3
9:43 - 9:56	Community Minutes
9:56 - 10:37	4
10:42 - 11:23	5
11:27 - 12:37*	6
12:41 - 1:22	7
1:27 - 2:07	8

* Lunch (Falcon Day):

- 1st 11:23 - 11:48
- 2nd 11:48 - 12:13
- 3rd 12:13 - 12:37

Black Day	
7:30 - 8:45	1
8:45 - 8:58	Community Minutes
8:58 - 10:13	2
10:18 - 11:05	Academy/ Assembly
11:09 - 12:47*	3
12:52 - 2:07	4

* Lunch (Black Day):

- 1st 11:05 - 11:30
- 2nd 11:30 - 11:55
- 3rd 11:55 - 12:20
- Instructional Time 12:20 - 12:47

Gold Day	
7:30 - 8:45	5
8:45 - 8:58	Community Minutes
8:58 - 10:13	6
10:18 - 11:05	Academy/ Assembly
11:09 - 12:47*	7
12:52 - 2:07	8

* Lunch (Gold Day):

- 1st 11:05 - 11:30
- 2nd 11:30 - 11:55
- 3rd 11:55 - 12:20
- Instructional Time 12:20 - 12:47

Joel Barlow High School
2018-2019
Handbook

Joel Barlow High School
Region 9
Towns of Easton and Redding
100 Black Rock Turnpike
Redding, CT 06896

(203) 938-2508
FAX (203) 938-2959

School website: www.joelbarlowps.org
Easton/Redding/Region 9 website: www.er9.org

Joel Barlow High School does not discriminate on the basis of age, race, color, religion, gender identity, national origin, ancestry, mental or physical disability (including but not limited to blindness), marital status, sexual orientation, pregnancy, parenthood or political affiliation of any kind in any of its programs or activities.

JOEL BARLOW: WRITER AND DIPLOMAT

Joel Barlow, 1754-1812, confidant of presidents, was born in Redding and was one of the area's most notable residents. He served as a chaplain in the Revolutionary Army and then entered the fields of business and journalism. Appointed as United States Consul to Algiers in 1795, he succeeded in releasing many American prisoners and negotiated treaties with Algiers, Tunis, and Tripoli. He returned to Washington, D.C., in 1805, and in 1811 he was sent to Europe to negotiate a commercial treaty with Napoleon Bonaparte. Caught in the retreat of Napoleon's armies from Moscow, Joel Barlow died of pneumonia and exposure in the Polish village of Zarnowiec on December 24, 1812. Joel Barlow published numerous books of essays and poems. He was a liberal thinker, greatly concerned with education. The following is from his writings:

Ignorance is everywhere such an infallible instrument of despotism that there can be no hope of continuing even the present forms of government...but by diffusing universally among the people...instruction sufficient to teach them their duties and their rights.

JOEL BARLOW HIGH SCHOOL

Joel Barlow High School opened in 1959 after the citizens of Easton and Redding voted in 1957 to establish a regional high school district. The school is situated on Black Rock Turnpike in Redding, very near the Easton line.

From the very beginning, Joel Barlow High School (Region 9) has sought to provide a challenging program to meet the needs of students. The strength of the program has been recognized throughout its history, as evidenced by the fact that the school has received the maximum ten years' accreditation from the New England Association of Secondary Schools and Colleges each time it has been evaluated. Twice recognized as a Blue Ribbon School of Excellence and commended many times for academic excellence by the Connecticut State Department of Education, the Connecticut Association of Schools, and the Connecticut Association of Boards of Education, Joel Barlow is distinguished for its ability to sustain high standards in a mutually respectful community.

Individual attention to students' needs is a priority of the Board of Education, the administration and the staff. The range of courses is designed to meet the needs of each student, whose course of study is planned individually in consultation with counselors, parents, and teachers. Joel Barlow High School enjoys intense support from parents who are genuinely involved in the education of their children, and from members of the community, including a knowledgeable and dedicated Board of Education.

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REGION 9**BOARD OF EDUCATION****EASTON**

Paul Coppinger, Vice Chairperson
 Vance Hancock
 Todd Johnston, Treasurer
 Maureen Williams

REDDING

Mike D'Agostino, Chairperson
 Gwen Denny
 Cheryl Graziano
 Christopher Hocker, Secretary

Thomas H. McMorran, Ed.D.
 Superintendent of Schools
 Easton, Redding and Region 9

654 Morehouse Road
 P.O. Box 500
 Easton, CT 06612
 (203) 261-2513
 FAX (203) 261-4549

The Region 9 Board of Education meets once a month at 7:30 p.m. at the high school.
 Meeting dates are posted on both the school and district website.

ADMINISTRATION

Gina M. Pin, Ed.D.
 Assistant Superintendent, Head of School

Jennifer C. Desmarais
 Assistant Principal (Classes of 2020 and 2022)

Julie A. McTague
 Assistant Principal (Classes of 2019 and 2021)

Michael E. Santangeli
 Administrator for Athletics, Health, and Physical Education

Patricia Roszko
 Director of Special Education Services

Paula Panos
 Director of School Counseling

**Board of Education policies may be accessed at Joel Barlow High School's website
 (www.joelbarlowps.org) under the School Resources tab.**

**A staff directory containing telephone extensions and email addresses is available on the Joel
 Barlow High School website (www.joelbarlowps.org) under the Contact Us tab.**

FACULTY AND STAFF**Humanities**

Chair: Angela Staron

Instructional Leaders: Ralph Giordano
Carolyn Huminski
Christopher Poulos

Secretary: Kathy McGrath

Michael Angelis
Christopher Angell
Beth Bailey
Christopher Breault
Fernando Franco
Scott Gang
Mavi Gilmore
Ralph Giordano
Mary Pat Hrebin
Tim Huminski

Emily Kaufman
Kristin Keeney
Megan Lanehart
Alison Malayter
Michael McElwee
Kelsey Nichols
Beth Pachas
Erin Pinsky
Jordan Pinsky
Carolyn Pollack

Barbara Powell
Andrea Rowland
Charles Schaub
Barbara Smith
Edouard Smith
Randall Smith
Jessica Staley
Debra Taubner
Gwynne Wittmann

Science, Technology, Engineering, and Math (STEM)

Chair: J.T. Schemm

Instructional Leaders: Fred Barna
Margaret Bernardo
Lori Estes

Secretary: Kathy McGrath

Laura Brown
Daniela D'Amato
Charles Detelich
James DeVoto
Michael Ecsedy
Jeanne Egan
Jacob Fricker

Adrie Kornasiewicz
Randall Light
Brian Luzietti
Katherine Nuzzo
Ryan Paola
Thomas Potpinka
Daniel Rivers

Steven Rountos
Joseph Sopko
Michelle Sopko
Mary Elizabeth Sugden
Paul Testa
Meta Wallace

Athletics, Health and Physical Education

Administrator: Michael Santangeli

Instructional Leader: Kristen Fallo

Secretary: Cheri Scull

Donna Albano
Steven Antal
Jeff Brown

Pamela Goodpaster
Michael Intemann
Ryan Swift

Athletic Staff

Coaches can be reached during the season only through e-mail/phone numbers they provide.
Please call the Athletics Office with any questions.

Assistant Athletic Director - Fall: Steven Antal
Assistant Athletic Director - Winter, Spring: Rob Tynan

Athletic Trainer: Emma Traggianese

Special Education Services

Director of Special Education Services: Patricia Roszko

Department Chair: David DeAngelo

Administrative Assistant: Susan Manley
Secretary: Lynda Pykosz

Philip Cowit
Diane Lavoie
Kristina Martorana
Jack Powers

Thomas Roberts, Jr.
Sheila Salko-Peddle
Toni Veteri-Muntz

Teaching Paraprofessionals:

Eric Christensen
Robert Manley
Catherine Moyses

Lisa Oakley
Kim Pack

Behavior Technicians:

Timothy Aiezza
Nawal Ali
Zachary Bartlett
Amanda Beers
Barbara Bloom
Paul Chavez

Ryan Johnson
Adam Lanehart
James Murray
Devin Peterson
Andrea Oquendo Santana

Student Services

School Counseling

Director of School Counseling: Paula Panos

Counseling Office Coordinator: Debbi Farrell

Secretary: Angela Guerriero

School Counselors

Mary Atkinson

Henry DelAngelo

Liz Gold

Jennifer Ramirez

Scott Reimold

Support Services

School Psychologist: Alyssa Cohen

School Psychologist: Rebecca Hoyt

School Social Worker: Maryanne Pieratti

Speech and Language Pathologist: Mary Daly

Speech and Language Pathologist: Deborah Mangieri

Speech and Language Pathologist: Karen Sullivan

Transition Coordinator: Rosemary Riber

Health Services

School Nurse: Annmarie Gorman

Academic Support Services

Library Learning Commons

Paraprofessional: Linda Goldstein

Paraprofessional: Rebecca Santangeli

Director of Learning Resources and Educational Technology

Christopher Angell

Writing Center

Co-Directors: Tim Huminski

Jack Powers

Writing Assistant: Melanie Mason

Writing Center Manager: Margaret Silverstein

Career Center

Paraprofessional: Kimberly Wallace

Commons

Paraprofessional: Bruce Miller

Data Processing/Technology

Data Processing Manager: Gail Persico

Instructional Computer Coordinator: David Voytek

Network Administrator: Jeffrey Mond

Administrative Support Staff

Executive Secretary to Head of School: Jackie Garvey
 Counseling Office Coordinator: Debbi Farrell
 Administrative Assistant: Susan Manley
 Administrative Assistant: Carol Miller
 Secretary, Administration: Karen Bender
 Secretary, Athletics, Health and Physical Education: Cheri Scull
 Secretary, Communications: Beverly Dobi
 Secretary, Humanities & Science, Technology, Engineering, and Math: Kathy McGrath
 Secretary, Special Education Services: Linda Pykosz
 Financial Coordinator: Lauretta Janz
 Data Processing Specialist: Lynne Bonavenia
 Counseling Office Secretary: Angela Guerriero

Security

Security Supervisor: Rob Tynan
 School Resource Officer: Anthony Signore
 Paraprofessionals, Security: Thomas Caravetta
 Pearl Richards
 Tom Smith

Custodial and Maintenance

Director of Buildings and Grounds: Walter Czudak
 Night Shift Leader: Francisco Bordoy
 Joe Alves Angel Martinez
 Luis Canales Teddy Morales
 Andy Coppola Spiro Seferi
 Jim Cyr Zenum Qerimi
 Jerome Davis

Chartwell's Dining Service

(203) 938-0862

Director of Dining Services: David Kennedy
 Cafeteria Manager: Barbara Sanford
 Administrative Assistant: Louise Faust

A staff directory containing telephone extensions and email addresses is available on the Joel Barlow High School website (www.joelbarlowps.org) under the Contact Us tab.

**STUDENT COUNCIL, CLASS ADVISORS AND OFFICERS
2018-2019**

Student Council Advisors: Ryan Swift and Alison Malayter
President: Gregory Coleman
Vice President: Max Monson
Secretary: Stephanie Ballas
Treasurer: Spencer Squitieri
Board of Education Representative: To Be Appointed

Senior Class of 2019 Advisors: Jacob Fricker and Michael McElwee
President: Gabriella Chioffi
Vice President: Maha Ulhaq
Secretary: Janelle Wargo
Treasurer: Nathaniel Laske

Junior Class of 2020 Advisors: Jessica Staley and Jim DeVoto
President: Alex Klein Wassink
Vice President: Anne Gregory
Secretary: Grace MacDonald
Treasurer: Zachary Shortt

Sophomore Class of 2021 Advisors: Megan Lanehart and Tim Huminski
President: Kyle Murray
Vice President: Kristen Kuczarski
Secretary: Olivia Cascella
Treasurer: To Be Appointed

Freshmen Class of 2022 Advisors: Barbara Powell and Édouard Smith
Officers to be Elected in the Fall

FOREWORD

Joel Barlow High School is committed to developing a community of learners in which all students acquire the knowledge, the skills, and the confidence to flourish in an ever changing society.

This handbook will assist you in meeting these challenges. It will acquaint you with the philosophy of the school, guide you through your academic career, answer questions about interscholastic and other extracurricular activities, and provide information about the services and policies of the school.

Students are asked to review the contents before they return to school. All students should know how to access the handbook on the Joel Barlow website (www.joelbarlowps.org) to answer questions they may have in the future. If you have any questions about this publication, please call or stop by the main office. We are here to assist you.

MISSION STATEMENT

We, the community of Joel Barlow High School, believe in a rigorous, dynamic education that respects the diversity of student abilities and interests. Committed to an open and active exchange of ideas, we promote values, knowledge, and skills that foster personal integrity, intellectual curiosity, individual well-being, and civic responsibility.

GUIDING PRINCIPLE

"Education is not the filling of a pail, but the lighting of a fire."

William Butler Yeats

The measure of an education, that which will sustain learners beyond Joel Barlow High School, is the vital exchange between educators and students. We hold to the tenets of that exchange: the stimulation of the intellect, the cultivation of inquiry, the fostering of thoughtful behavior, the enhancement of a sense of wonder, the quest for truth. The essential nature of the classroom is more than the transfer of content. It is an invitation for all students to develop the promise of their inherent talents. The informing metaphor of our school community is *learning-as-discovery* with the expectation that, by using their minds well, students will have opportunities to appreciate the triumphs, the frustrations, and the incongruities of the human spirit.

JOEL BARLOW HIGH SCHOOL LEARNING EXPECTATIONS

COMPLEXITY	COMMUNITY	COMMUNICATION
<p><i>Students, as creative problem solvers, will sustain active inquiry, apply prior knowledge, and take risks as critical thinkers.</i></p>	<p><i>Students will live as active and informed citizens, collaborate effectively toward common goals, treat others with respect, and assume responsibility for their own lives.</i></p>	<p><i>Students will demonstrate proficiency and fluency in their ability to meet the literacy demands of an interconnected world.</i></p>
<ul style="list-style-type: none"> • knowledge • transfer of knowledge • ambiguity and risk-taking • active inquiry • critical thinking and problem solving 	<ul style="list-style-type: none"> • personal responsibility • respect • collaboration • global citizenship 	<ul style="list-style-type: none"> • presentation • interpersonal skills • interpretation • writing

School-wide Expectations and Rubrics for Learning Expectations can be found on our website at www.joelbarlowps.org.

CURRICULUM

The curriculum allows for diversity within a framework of requirements that will respond to the needs of society as well as to the needs of each student. This is accomplished through the establishment of six broad areas of study.

By fulfilling requirements in each of these areas, a student is assured an exposure to an extensive and broad general education. Within each area there is still considerable latitude for individual choice that will allow for the development of individual talents and interests.

The distribution of credits will be within the following six areas of study:

1. The study of means for effective verbal and oral communication.
2. The study of the structure and concepts of mathematics.
3. The study of the structure and concepts of science.
4. The study of the history of human affairs and humankind's effort to deal with contemporary social, economic, and political problems.
5. The acquisition of knowledge and the development of skills and attitudes that promote good personal and social health.
6. The opportunity to explore a diversity of studies in order to satisfy one's personal interest and/or vocational goals.

COURSE DESCRIPTIONS

At the beginning of each semester, all students will review for each course a curriculum guide summary and a list of topics by unit, quarter and semester, along with related readings, if not listed in the curriculum guide summary. Curriculum guides can be accessed on the school website (www.joelbarlowps.org) by clicking on the Curriculum tab under School Resources.

If you have any questions or wish to review the curriculum guide summaries at any time, please contact the appropriate person listed below.

Health and Physical Education	Kristen Fallo, Instructional Leader
Humanities	Angela Staron, Chair
STEM	J. T. Schemm, Chair
Special Education Services	David DeAngelo, Chair
School Counseling	Paula Panos, Director

To Parents/Guardians:

Should you have questions during the course of the semester about the curriculum, instructional practices, what is being done in class, or assessment methods, please contact the teacher of the course via e-mail or call the school at 203-938-2508. If the teacher is in the classroom when you call, you may leave a message on voicemail or speak to our receptionist.

If the teacher is unable to answer your question, you should then call the appropriate department chair.

Concerns about overall performance or well-being, are best directed to your child's school counselor.

Feel free to contact the appropriate grade level assistant principal, Julie McTague (Classes of 2019 and 2021) and Jennifer Desmarais (Classes of 2020 and 2022) if you have any other questions or concerns.

If you have any questions regarding exemptions from instruction for matters related to religion, family life education, bilingual education, AIDS instruction, and/or dissection of animals, please contact Jennifer Desmarais, Assistant Principal.*

*According to Connecticut General Statute, Section 10-16b and 10-19 instruction regarding substance abuse prevention and the knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine or tobacco, and of drugs is mandatory and not subject to exemption.

PARENT INVOLVEMENT

The Board of Education believes that closer connections between families and the school community can result in enhanced academic performance, improved behavior, and reduced absenteeism. Therefore, all parents, guardians, and caregivers of students enrolled at Joel Barlow High School are encouraged to take an active role in the education of their children.

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

Joel Barlow High School works closely with and has active and supportive parent organizations (PTSA, Athletic Boosters, Special Services, etc.). Please see the links on our website for further information should you wish to become involved.

ACADEMICS

GRADUATION REQUIREMENTS

All students must acquire a total of 48 semester credits to graduate. A credit represents one semester of satisfactory study. Semester credit requirements are to be distributed as shown below:

Subject	Semester Credits	Specific Requirements
English	8	
Mathematics	6	
Science	6	2 credits in Life Science 2 credits in Physical Science 2 electives
Social Studies	6	2 credits in U.S. History 2 credits in Our Western Tradition 1 credit in Non-Western Study 1 credit in American Government
Fine & Applied Arts	4	1 credit in Fine or Performing Arts 1 credit in Computer Proficiency 2 electives
Health/Physical Education	5	2 credits in grade 9 1 credit each in grades 10, 11 and 12
Electives	13	
Total Semester Credits Required	48	

COMPETENCE IN BASIC SKILLS

In accordance with the CT Public Act No. 01-166 mandate, Joel Barlow High School has established specific graduation requirements of demonstrated competence in basic skills. Beginning with the Class of 2006 these requirements are in the areas of reading, writing, mathematical problem solving, and scientific inquiry. Criteria for meeting these requirements are outlined in the Program of Studies, available online [[See Program of Studies](#)].

DIPLOMA WITH DISTINCTION

The Diploma with Distinction is awarded to graduating seniors who have achieved, with conscientious work and personal integrity, four of the following six criteria listed below:

- Attained either a 31 Composite Score on the ACT or a 1380 Combined Critical Reading/Math Score on the SAT. Students in the Classes of 2019 must also have attained the advanced level on the Science Connecticut Academic Performance Test.
- Earned during the first six semesters of high school an overall weighted grade point average of 3.3 or better.

- Qualified for the marking period Honor Roll six times during the first six semesters (i.e., the first 12 marking periods) of high school.
- Received a score of five (i.e., commendable level) or higher on the Junior Writing Portfolio.
- Received a score of four (i.e., outstanding level) or higher in the Reading Record Program.
- Completed a four-year Pathways sequence consisting of career research, job shadowing, extended internship or community service, and the acceptance of a Senior Passage proposal, achieving advanced status in each.

The Diploma with Distinction is presented to qualified, graduating seniors at the annual Commencement Exercises of Joel Barlow High School. The diploma not only recognizes the exceptional academic achievements of the recipients, but also commends the recipients for their personal integrity in all aspects of scholarship. Any acts of cheating, plagiarism, and other commissions of unethical acts by students to present or to falsely promote their academic work, including co-curricular performance, disqualifies the students from such distinction.

Students who have met the criteria for Diploma with Distinction by October 1st of senior year will receive official notification that they have qualified for this distinction. This notification will be mailed to all post-secondary institutions to which the students have applied. However, the notification will be revoked and post-secondary institutions will be notified of this revocation if disqualification for the diploma occurs anytime during the remainder of the senior year.

WRITING PORTFOLIO

Graduates must complete an assessable writing portfolio by the spring of their junior year. Final portfolio results will be on the first quarter transcript senior year.

COMPUTER PROFICIENCY

All Joel Barlow High School graduates must fulfill a requirement in computer proficiency. This requirement is met by successfully completing a one-semester course in computers at the high school. Courses that fulfill this requirement include all courses in computer programming, computer applications, and computer design. Courses that meet this requirement are designated in the Program of Studies.

ASSESSMENT

Part of the educational process includes student assessment. In addition to the formal and informal student assessments that take place within the various disciplines throughout the school year, the following assessment program has been scheduled for the 2018-2019 school year:

Connecticut Academic Performance Test (CAPT) – SCIENCE

The State of Connecticut has eliminated the Connecticut Academic Performance Test (CAPT) for the 2017-2018 school year.

Connecticut SAT School Day – Reading, Writing and Language, & Mathematics

The CT SAT will be administered during a school day to Grade 11 students in all public schools in Connecticut. One make-up day is provided. Per federal law, SAT participation rates will continue to be a component of Connecticut's accountability system. The essay portion of the SAT will not be administered as part of the Connecticut SAT School Day state assessment. Students will be tested in reading, writing, and mathematics. In 2018-2019, the CT SAT will be administered at Joel Barlow High School on Wednesday, March 27, 2019. A special testing schedule will be posted on our website. The CT SAT is administered free of charge.

Next Generation Science Standards

The Next Generation Science Standards (NGSS) assessment for students in grade 11 will be administered during a testing window opening on February 4, through June 7, 2019.

The NGSS assessment requires students to actively engage with the science and engineering practices by applying the crosscutting concepts to deepen their understanding of core ideas in Physical, Life, Earth, and Space Sciences to explain scientific phenomena or solve engineering problems.

This approach promotes a way of teaching and learning that allows students to meaningfully engage in science, not just learn a set of discrete facts from a textbook or a lecture. For students, 'Next Generation Science' means more "figuring out" and less just "learning about" science ideas. In this way, knowledge is retained and built upon for a lifetime of wonder and discovery.

Starting with the Class of 2020, students are expected to meet or exceed the state standard on the NGSS assessment as part of their graduation requirements.

Preliminary Scholastic Assessment Test (PSAT)**PSAT 10/11**

The Board of Education encourages that all 10th and 11th grade students take the PSAT, in preparation for the SAT, which most colleges use in the admissions process. In 2018-2019, the PSAT will be administered at Joel Barlow High School on Wednesday, October 10, 2018. Students will be charged a \$15 test fee. A special schedule will be posted on our website.

PSAT 8/9

Grade 9 students will take the PSAT 8/9 on Wednesday, March 27, 2019. Students will be tested in reading, writing, and mathematics. The PSAT 8/9 administered to grade 9 students will be free of charge in 2019. A special schedule will be posted on our website.

EARLY GRADUATION

A student who has completed all the requirements for a diploma from Joel Barlow High School may be allowed to complete his/her program at the end of seven semesters, subject to the conditions outlined in the Program of Studies. Students must submit a letter of intent to the Head of School by September of the junior year.

PARTICIPATION IN THE GRADUATION CEREMONY

Students must complete all requirements for graduation prior to the graduation ceremony in order to participate in the event.

Candidates for graduation must pass a minimum of four subjects per semester in Grade 12 in order to participate in the graduation ceremony even if they meet all other requirements for graduation. Students who are under social exclusion due to disciplinary action through the end of the school year will not have the privilege of attending the graduation ceremony. It is expected that all fees and obligations have been met before the ceremony.

ADMINISTRATIVE REVIEW

Because we value personalization and strive to meet the individual needs of our students, an Administrative Review may be requested to consider exceptional requests by a student or by his/her parent/guardian. Requests are considered that are made in writing to the grade level assistant principal after consultation with a student's counselor

AUDITING COURSES

In order to be eligible to audit a course, a student must first carry six other courses for credit. The student must obtain permission from the teacher of the course to be audited and from the appropriate department chairperson. The auditing student has the obligation to participate in class to the same extent as any of the other students. Should the student fail to meet all of his/her responsibilities, s/he may be asked to discontinue the course. Once a student begins a course for credit, the designation of credit may not be changed to an audit except by Administrative Review.

COURSE CHANGES

A school's budget and staffing are determined in the spring of each year for the following school year. Student course selections in the spring furnish the data for these decisions.

For this reason, it is essential that all course selections are made carefully and that a deadline is established beyond which changes cannot be made. Most courses will be chosen during the spring semester before the deadline. [[See Program of Studies](#)] After the May/June conflict resolution period, and until the August and December deadlines, students may request a change of schedule. Requests will be considered on a space available basis, taking into account class size.

Guidelines for Course Changes

1. If a student is experiencing significant difficulty in a course on or before the first or third quarter progress reporting period, substantiated by a teacher recommendation, a change in level or placement may be made with parental consent and department chairperson notification.
2. If a level change or course substitution becomes necessary between the progress reporting date and the end of the first or third quarter, a recommendation verified by signatures of the counselor, the parent, the teacher, and the department chairperson is required.

3. When changes are requested between the end of the first or third quarter and the end of the semester, an Administrative Review is required, to include the director of school counseling, the appropriate department chairperson, the counselor, the teacher, and an administrator.
4. After the first quarter ends, first semester and full-year courses that are dropped without a teacher recommendation will be listed as Withdrawn-Failure. After the third quarter ends, second semester courses (identified in course descriptions) that are dropped without a teacher recommendation will be listed as Withdrawn-Failure. All Advanced Placement courses are considered to be full-year courses.
5. All students must carry at least six courses for credit at all times.
6. Requests for extraordinary or non-traditional courses of study are considered by Administrative Review.

SUMMER SCHOOL – MAKE-UP OF FAILED COURSES

A student is eligible for summer school if he or she failed a course during the previous school year with an average between 50 and 59. Students must attend summer school during the summer immediately following the failure. Make-up of a failed course is acceptable if the course is offered at any accredited secondary school. Options for after-school credit recovery may be provided on a limited basis.

ADVANCED PLACEMENT

Advanced Placement courses are offered at Joel Barlow High School. See the Program of Studies for a complete list of courses. All students who commit to enrollment in one or more of these demanding courses are required to complete each course and to take the Advanced Placement examination(s) in May. Students will pay for the Advanced Placement registration and exam by the end of the first semester. Students who withdraw from an AP course without teacher and department approval will receive a Withdrawn-Failure for the remainder of the course. If a student completes the first semester and then withdraws without a teacher recommendation, s/he will receive the earned grade for the first semester without the AP designation and a Withdrawn-Failure for the second.

INDEPENDENT STUDY / ONLINE LEARNING / DUAL ENROLLMENT (IS/OL/DE)

Students in grades 11 or 12 may elect to study independently in any area of the curriculum through Barlow's program for Independent Study, Online Learning, and Dual Enrollment (IS/OL/DE).

- **Independent Study** is for students who design their own course of learning in a subject that is not offered at Barlow, through online courses, or through a local community college.
- **Online Learning** is for students taking classes not offered at Barlow. Typically, these would be offered through colleges, universities, or other accredited institutions.
- **Dual Enrollment** courses are college classes that can count for credit both at Barlow and at college. Our partnerships with Housatonic Community College, Norwalk Community College, and Sacred Heart University provide early college opportunities to Barlow students.

Students should contact the appropriate counselor with questions about this program. Should a student be unable to handle the responsibilities of an independent study, the program may be discontinued, subject to the same timelines for withdrawal as for any course. For all IS/OL/DE programs, families are responsible for any costs incurred. Additional information regarding Independent Study, Online Learning, and Dual Enrollment can be accessed on our website at www.joelbarlowps.org.

DEFERRED EXAMINATIONS

The following is the procedure for requesting an early or deferred mid-year or final examination:

1. The parent(s)/guardian(s) must submit a written request for change in the mid-year or final examination schedule to the grade-level assistant principal at least ten days prior to the student's scheduled first examination.
2. A school counselor will verify all information pertaining to the request.
3. The assistant principal will review the request and notify the parent of the approval or disapproval of the request.

It is important to note that final examinations frequently occur between five and seven school days beyond the last day of school as published in the school calendar. The school year is frequently extended because of cancellation of school days due to inclement weather. The last day of school in the 2018-2019 school calendar is tentatively scheduled for June 7, 2019. Because of school cancellations due to inclement weather, it is more likely that the last day of school will take place during the third week of June. Students and parents should plan accordingly.

GRADES AND GRADE REPORTING

Report cards are emailed to parents four times a year. Ongoing progress information can be accessed through PowerSchool. Online data represents a snapshot of current progress. The actual marking period grade is subject to change as subsequent work is assigned and completed. Some scores contain a link that, when clicked, may provide detailed or individualized assessment data. The marking period grade shows the student's achievement during the specific marking period indicated. Although, student progress and grades are accessible at all times on PowerSchool, the most up-to-date status can be learned through conversation with the student's teachers.

Twice during the academic year, students and parents will receive a report chronicling each students' strengths and areas for growth as measured using the school-wide expectations rubric.. See section below for detailed information regarding school-wide expectations.

Final exam grades will be entered on the report card and will be counted toward the final grade. Students may appeal for a grade change to the teacher within twenty days of the new quarter/semester. Graduating seniors may appeal for a grade change within three days of graduation.

- Credit:
- Credit is received for the following marks: A+ through D- and P.
 - No credit is received for the following marks: E, F, I, W, WF, 0.
 - (AP) designates Advanced Placement courses; (H) designates Honors courses.

SCHOOL-WIDE EXPECTATIONS REPORTING

School-wide expectations reports are published twice a year. These reports provide feedback about students' strengths and areas for growth with regard to our school-wide expectations for complexity, community, and communication. These expectations include the skills, attributes, and habits of mind that we hold to be important across the disciplines and beyond academic classes. The complexity expectations focus on the ability to problem-solve, initiate and engage in active inquiry, apply prior knowledge to new situations, and take appropriate risks as critical thinkers. The community expectations are designed around the ability to collaborate, respectfully interact with others, take personal responsibility, and engage in a

community as an active and informed citizen. The communication expectations are centered upon proficiency and fluency when presenting ideas through writing, speaking, and the use of technology. The full school-wide expectations and rubrics document can be accessed on our website at www.joelbarlowps.org.

WEIGHTED GRADING

Higher quality points are assigned to students who receive an A or B in Honors and Advanced Placement courses. This additional credit applies only to the calculation of cumulative grade point average.

Grade Normal	Percentile Range	Credit Value	Honors/AP (Weighted) Value
A+	98-100	4.0	5.0
A	93-97	4.0	5.0
A-	90-92	3.7	4.7
B+	87-89	3.3	4.3
B	83-86	3.0	4.0
B-	80-82	2.7	3.7
C+	77-79	2.3	2.3
C	73-76	2.0	2.0
C-	70-72	1.7	1.7
D+	67-69	1.3	1.3
D	63-66	1.0	1.0
D-	60-62	0.7	0.7
F	0-59	0.0	0.0

CLASS RANK

Joel Barlow High School does not report class rank. Each student earns a computed grade point average (GPA), with Honors and Advanced Placement courses weighted. Joel Barlow High School does not report class rank. This is intended to promote the emotional well-being of our students. Colleges and post-secondary programs will receive an official transcript with GPA provided as well as a copy of Joel Barlow High School's profile, which will include a grade distribution chart for the current senior class. This chart will indicate the number of students in that class whose GPA falls within segmented ranges. Copies of the school profile are available in the Student Services office and by clicking on the Counseling tab under School Resources on the Joel Barlow High School website (www.joelbarlowps.org).

HONOR ROLL

Students with outstanding records are recognized four times a year. Requirements are:

- High Honors – 3.700 quality point average or higher
- Honors – 3.300 to 3.699 quality point average

The honor roll is determined on the basis of the quarterly grade. Grades are not weighted in determining the honor roll placement. Students with incomplete grades or a change of grade after the ten days from the close of the marking period are not able to have their name included in the publication of the honor roll.

TRANSFER CREDITS

Joel Barlow will transfer credits from any accredited high school or university. Weighting for Honor and Advanced Placement courses will be assigned if Joel Barlow offers an equivalent weighted course. Grades will be recorded on the Joel Barlow transcript designated as transfer credits. All prior transcripts will be attached for review by colleges and post-secondary programs.

PROMOTION/RETENTION POLICY

A student will be promoted from one grade level to another as long as it is possible for the student to earn the minimum number of semester credits required to graduate with his/her class.

Under the current graduation requirements, in order to graduate, a student should have accumulated the following:

- Beginning of Grade 10: 12 credits (minimum: 8 credits)
- Beginning of Grade 11: 24 credits (minimum: 20 credits)
- Beginning of Grade 12: 36 credits (minimum: 34 credits)

This should include any make-up study in summer school. If necessary, a January review can be held for students who accumulate credits making them eligible for a change in class status.

EXTRA HELP

Teachers are available for extra help during their conference and planning periods and after school. Students should check with their teachers and arrange for a mutually agreeable time. In order to maximize extra help, students are encouraged to come with specific questions or areas of focus. Joel Barlow High School provides the following school-wide support:

- Library Learning Commons academic support is available all periods
- Tutoring by National Honor Society students can be scheduled
- Class webpages with supporting online materials
- Textbooks with sample problems
- Encourage use of study-groups by students in the same class during commons
- MAP (Mandatory After School Program), grade 9
- Writing Center (A104) is available all periods
- Math Mentoring
- Just Homework (A106) is available from 2:15 to 3:00 p.m.

HOMEWORK

There is a consistent correlation between good faith attention to homework and high academic achievement in the classroom. Administration prohibits assignment of homework the evening before and day of a religious holiday.

WITHDRAWAL OR TRANSFER

If it is necessary for a student to withdraw or transfer from school during the year, the parent/guardian must officially inform the school stating the reason for his/her withdrawal. All books, materials, athletic, and other equipment on loan from the school must be returned. Withdrawals and transfers from school are handled through the school counseling office.

EXEMPTION FROM INSTRUCTION

Exemptions from instruction may be requested in the areas of religious beliefs, family life education, Acquired Immune Deficiency Syndrome (AIDS) instruction and the dissection of animals upon receipt of a written request from the student's parent or guardian.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #6144.1, Instruction.

All requests for exemption from instruction should be submitted to Jennifer Desmarais, Assistant Principal.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Parents/legal guardians have the right to request information about the professional qualifications of their child's teacher(s). They can receive information regarding the teacher's licensing and qualifications as it pertains to the grade levels and subject areas in which the teacher provides instruction, whether the teacher is teaching under emergency or provisional status through which state qualification or licensing have been waived, and the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher as well as their field of discipline. Parents may also ask if their child is being provided services by a paraprofessional and, if so, his/her qualifications.

ACADEMIC SUPPORT AND ENRICHMENT

LIBRARY LEARNING COMMONS

Students will find a rich variety of materials in our Library Learning Commons. The Library Learning Commons is open every day from 7:00 a.m. to 3:00 p.m.

The Library Learning Commons staff is available to assist students with their research needs. Information on practically any topic is available in some form, including print and electronic opportunities for access. Academic assistance is available during all periods of the day. Teachers are assigned to the Library Learning Commons to provide support in a variety of subject areas.

The Library Learning Commons is intended to be used for productive work and study. The Library Learning Commons is a purposeful work area. Those wishing to socialize with peers should attend Commons. If a student needs to work with another student, s/he may ask to use a collaborative study area. Students wishing to work in the Library Learning Commons during study periods should report directly to the Library Learning Commons at the beginning of the period and sign in. The Library Learning Commons is open during all three lunch shifts.

WRITING CENTER

Students are welcome in the Writing Center during their study periods, before school, and after school. Equipped with computers, the Writing Center is designed to support all individual student needs. Writing consultants are available during the day, and students are encouraged to seek help with general and specific writing needs such as college essays and class assignments.

Students wishing to work in the Writing Center during their study periods should report directly to the Writing Center at the beginning of the period and sign in. The Writing Center is open during all three lunch shifts.

LANGUAGE ACQUISITION RESOURCE CENTER (LARC)

The Language Acquisition Resource Center (LARC) focuses on the support of normal classroom instruction, individual student needs, and the opportunities to learn languages not included in the regular curriculum. In the LARC the Internet becomes the “textbook” offering an independent, self-paced, teacher-facilitated learning environment. Students have access to the LARC during their scheduled class time, and after school, or during their study periods when a teacher is available. Those students enrolled in *The Virtual World Language Study* will be assigned to the LARC for their formal class time.

CAREER CENTER

The Career Center, located in the Student Services suite, maintains a library of information on occupations, schools, colleges, and military life. Much of this information is also available online and through Naviance. A paraeducator is in the Career Center daily to meet with college representatives and to aid students in their research. The assistant works closely with school counselors in the facilitation of the school counseling curriculum, maintains individual portfolios for all students, and assists in the development of each student’s

post high school action plan. Students wishing to work in the Career Center during their study periods should report directly to the Career Center at the beginning of the period and sign-in.

COMMONS

Students who do not have classes during a particular period are scheduled for Commons, which is located in the cafeteria. Students assigned to Commons also have the option of going to the Library Learning Commons, Writing Center, Counseling Center, or the Career Center. Students are to go to the area of their choice at the beginning of the period and sign in.

All students, including seniors, who do not report directly to one of the centers, must sign in to Commons promptly upon arrival to the cafeteria. Any student failing to do so and who cannot be accounted for may receive a detention. Students who have specific appointments with counselors, teachers, or the office should sign in to Commons first before going to such appointments. Students leaving Commons once the period has started must obtain a pass and sign out. Seniors must sign out of Commons and show identification upon request from any member of staff or faculty. There will be no passes to locker rooms.

PUBLIC SCHOOL CHOICE

Over the last decade Connecticut has embarked on a program of expanded school choice for parents and students. Region #9 works to reduce ethnic and/or racial isolation through a variety of programs. Further information is available in the school counseling office and on the Connecticut State Department of Education website at www.state.ct.us/sde.

PROGRAM OF STUDIES HANDBOOK

For more detailed information on courses and prerequisites, refer to the Joel Barlow High School Program of Studies available online at www.joelbarlowps.org.

COMPUTER USAGE GUIDELINES

The primary purpose of the school's computers and networks is education. Educational use will always take precedence over personal use. Joel Barlow High School maintains an open parallel network through which members of our Barlow community may bring their own devices to access the Internet.

The administration reserves the right to periodically monitor students' files and computer activity for appropriate use. Unauthorized or illegitimate use of the computer system will result in disciplinary action.

Computer vandalism is governed by the Connecticut Statute on Computer Crime, Section 53a-251, as defined below. Anyone violating the law will be subject to prosecution.

Infractions Include:

- Access to a computer system without authorization.
- Theft of computer services: use of a computer system with intent to obtain unauthorized computer services.

- Interruption of computer services without authorization: intentionally or recklessly disrupting computer services.
- Misuse of computer system information.
- Destruction of computer equipment.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #6141.321, Acceptable Use in School of the Internet, Other Networks and Information and Communication Technologies.

E-MAIL USE AND PRACTICES

All e-mail conducted through Joel Barlow High School must be consistent with the district's policies, curricular guidelines and educational standards and objectives.

We recommend the following guidelines to optimize judicious and effective use of Joel Barlow's e-mail:

- Avoid questions that require lengthy responses. E-mail is considered to be a substitute for telephone messages and, therefore, should deliver inquiries and replies of no more than three or four sentences.
- Deliver responses in a timely fashion appropriate to the information requested.
- Depend on sources other than e-mail for communication of classroom assignments.
- Refer to Board of Education policies and practices and the school's acceptable use protocols for additional information.

Additional resources are available for effective communication, which is essential to the success of our mission to the school community. For example, Joel Barlow's phone system provides a reliable voice messaging system for easy access to all teachers, school counselors, staff, and administration and the website offers up-to-date information with its daily announcements and master calendar of important events.

The comprehensive guidelines for e-mail use and practices for students as well as staff and parents are available on the Joel Barlow website. In most instances, to identify e-mail addresses for staff, type the first initial of the first name, then the full last name followed by @er9.org. A full listing of staff e-mail addresses is available at the school's website.

INTERNET/WI-FI USE, FILTERING, AND STUDENT-OWNED DEVICES

Technology provides enhanced educational opportunities and can tremendously benefit the learning environment, but ER9 requires responsible and ethical behavior on the part of all digital users. Students and guests who wish to access the Internet and those who choose to use their own devices must adhere to ER9's Acceptable Use Policy and all related Board policies. Failure to adhere to these policies can result in disciplinary action including restrictions and suspensions to a student's technology privileges.

While we promote students bringing and using their own devices, they assume the risk if they choose to bring electronic devices to school. They are encouraged to supervise their belongings at all times and lock valuable items in lockers when not in use. Student use of electronic devices in the classroom is governed by the individual teacher's practice and policy. Unauthorized use may lead to disciplinary action.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #6141.321, Internet Acceptable Use in School of the Internet and Other Networks, as well as to view our Internet/Wi-Fi, Filtering, and Student-Owned Device Acceptable Use Form.

IMAGES

Students may not take still images, video, or audio recordings of staff or students without prior permission from those individuals. Students who are enrolled in photography and video classes must adhere to all guidelines of the course and teacher expectations, in addition to adhering to all related Board of Education policies, when taking and editing photographs and video recordings.

DIGITAL IMAGES AND RECORDINGS OF STUDENTS AND STAFF

During the school year, for a variety of reasons, digital images and recordings of classrooms may occur. There may be instances where these images and recordings are viewed by staff, specialists, parents/guardians, and their representatives, as well as others. Parental consent for digital imaging of students is required if the students will be identified as a primary subject. Similarly, if an image or recording will be used for a broader purpose, such as for publicity or shared online or at community events, a parental consent form will be required. Recording classroom activities also requires prior consent of teacher.

STUDENT SERVICES

SCHOOL COUNSELING SERVICES

Each student is assigned to a school counselor who will assist with academic, college and career planning, and social/emotional development. Counselors offer students a confidential setting in which to assess options and consequences before making decisions that may impact their future.

School counselors work with students individually, in a classroom setting, and in small groups to implement the comprehensive school counseling curriculum. Counselors teach seminars on college and career planning, and collaborate with classroom teachers in areas of goal-setting, and portfolio development.

In addition to assuming responsibility for individual planning and the delivery of the curriculum, counselors work with other student support personnel to address academic, social, or emotional issues that may impede student progress. They are also members of the Student Intervention Team (SIT). In that capacity, they meet with the team to develop personal learning plans and often co-facilitate counseling or focus groups. The same confidentiality guidelines apply to all members of the Student Intervention Team.

Members of the school counseling department welcome communications from parents on any issue regarding their child's progress. Parents with questions or information to share are invited to contact a counselor at any time. Conferences with teachers may be arranged directly or through a counselor.

STUDENT RECORDS

The district complies with state and federal regulations regarding confidentiality and access to student records. Both custodial and non-custodial parents have access to student records unless the school is in possession of a court order stating otherwise. The Family Educational Rights and Privacy Act (FERPA) requires that eligible students and parents have the right to:

1. Inspect and review the student's education records within 45 days of the day the school receives a request for access.
2. Request amendment of the student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights or other rights.
3. Consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA regulations authorize disclosure without consent. FERPA specifically authorizes the district to forward school records to school officials of a district where the student seeks or intends to enroll without the permission of the parents or an eligible student.
4. File with the United States Department of Education a complaint concerning alleged failures by the district to comply with the FERPA regulations.
5. Obtain a copy of the district's policies for student education records. Copies of these policies are located in the office of the superintendent of schools and in the principal's office of each school in the district.

DIRECTORY INFORMATION

The high school will release directory information from student records if appropriate. Directory information will include name, address, telephone number, date of birth and grade of the student, the student's parent/legal guardian or other family members. Special honors or awards as well as the height and weight of students participating on school athletic teams may also be disclosed.

Except in the cases cited above, no personally identifiable information will be disclosed from a student's education records without the prior written consent of the student's parent/legal guardian or an eligible student.

Parents/legal guardians and eligible students have the right to refuse to permit the disclosure of directory information by submitting a written statement. The statement should be submitted to the student's grade level assistant principal by October 1, 2018.

DISCLOSURE OF STUDENT INFORMATION TO MILITARY RECRUITERS

Section 9528 of the Federal Elementary and Secondary Education Act requires all high schools to release student information to military recruiters in response to the recruiters' written request. The information that must be released includes the names of the students, their home addresses, and their home telephone numbers.

Whereas ESEA now mandates the release of such information to military recruiters, parents and guardians are permitted by the Act to deny such release by submitting to the school explicit, written denial to do so. If one wishes to deny the release of the student information in question, a short form available from school counseling can be completed and submitted to Debbi Farrell, the Counseling Office Coordinator.

HOMELESS STUDENTS

Homeless children means individuals who lack a fixed, regular, and adequate residence who are:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason.
- Living in motels, hotels, trailer parks, cars, public spaces, abandoned buildings, substandard housing, bus or train stations, camping grounds or similar settings due to the lack of alternative adequate accommodations.
- Living in emergency or transitional shelters or migratory students.

The homeless liaison for Joel Barlow is Maryanne Pieratti, Social Worker.

AGE OF MAJORITY

Under federal law when a student reaches the age of majority and indicates to an administrator a desire to assume responsibility for matters pertaining to school, that student shall be made aware of the following:

1. The student has the right of access to and release of school records.
2. Parents of the student retain the right of access to records and communication on all school matters if the 18-year-old remains a dependent of the parent for federal tax purposes.

3. A student who wishes to be solely responsible for access to and release of records and for all school communication must submit proof that s/he is no longer a dependent of his/her parents for federal tax purposes.
4. Further the student assumes the right and responsibility for matters relating to attendance (authorization for absences, tardies, and early dismissals). See pages 44-46 for proper reporting of absences.
5. All school policies and procedures shall continue to apply to a student who reaches the age of majority.
6. Students must see their assistant principal for an administrative signature once the form has been signed by a Parent or Guardian and the student.

COLLEGE ENTRANCE EXAMINATION BOARD

TEST DATES 2018-2019

SAT TEST DATES

(not offered at Joel Barlow High School)

Test Dates (Saturday)	Registration Deadlines
August 25, 2018	July 27, 2018
October 6, 2018	September 7, 2018
November 3, 2018	October 5, 2018
December 1, 2018	November 2, 2018
March 9, 2019	February 8, 2019
May 4, 2019	April 5, 2019
June 1, 2019	May 3, 2019

ACT TEST DATES

(not offered at Joel Barlow High School)

Test Dates (Saturday)	Registration Deadlines
September 8, 2018	August 10, 2018
October 27, 2018	September 28, 2018
December 8, 2018	November 2, 2018
February 9, 2019	January 11, 2019
April 13, 2019	March 8, 2019
June 8, 2019	May 3, 2019
July 13, 2019	June 14, 2019

**Preliminary Scholastic Assessment Test
National Merit Scholarship Qualifying Test (PSAT/NMSQT)**
(offered at Joel Barlow High School for all students in grades 10 and 11)
October 10, 2018 – Wednesday

Next Generation Science Standards Assessment (NGSS)
(offered at Joel Barlow High School for all students in grade 11)
February 4, 2019 – June 7, 2019
Testing will take place in sciences classes and study halls

Preliminary Scholastic Assessment Test 8/9 (PSAT 8/9)
(offered at Joel Barlow High School for all grade 9 students)
March 27, 2019 – Wednesday

Connecticut SAT School Day Administration
(provided at Joel Barlow High School for all students in grades 11)
March 27, 2019 - Wednesday

Advanced Placement (AP) Examinations
(offered at Joel Barlow High School)
May 6, 2019 – May 10, 2019 Monday through Friday
May 13, 2019 – May 17, 2019 Monday through Friday

ENGLISH LANGUAGE LEARNERS (ELL)

English as a Second Language (ESL) services are provided to identified English Language Learners (ELL) to enable the students to achieve English proficiency and academic mastery in subject matter content. ELL students are assisted in developing speaking proficiency and literacy in English and are expected to master the same academic content required of other students. Students are identified as ELL based on the Home Language Survey, completed at registration, and on the English language proficiency test, which is given annually or until a student has met the linguistic exit criteria.

WORKING PAPERS

Students fifteen years of age or older may obtain working papers in the school counseling office. A Promise of Employment filled out by the employer, along with a copy of a birth certificate, or other legal proof of age, must be brought to the school counseling office before the working papers can be issued.

SUPPORT SERVICES

Student Intervention Team (SIT)

The Student Intervention Team, composed of school counselors, social worker, psychologists, nurse, teachers, and administrators provides a structured process for identification and intervention for those students who are experiencing school-related or other adolescent issues. Students are referred to this team based on a variety of observable, measurable in-school behaviors such as academic decline or failure, poor attendance, discipline referrals, excessive tardies, substance abuse policy violation, for mental health

concerns, and other school and/or crisis related concerns. Referrals come through counselors, in communication with teachers, parents/guardians, students, and administrators. Parents/guardians and students are notified of the concern and of the referral and asked for their input for the Student Intervention Team (SIT). An action plan to help the student improve the situation(s) of concern is developed, monitored for a short period of time, and reviewed to determine its effectiveness.

Counseling Groups

Counseling groups are provided for students referred by the Child Study/Student Intervention Teams and for students who request group support for self-disclosed problems. Group discussion focuses on issues pertinent to the adolescent, such as communication skills, decision-making, prevention of risk-taking behaviors, conflict resolution, career/vocational interests, etc. Groups are led by the school counselors, psychologists, and/or social worker. Groups are scheduled weekly on a rotating basis so that a student misses the same class no more than twice in a given semester. Students are encouraged to talk with parents/guardians about their involvement in a group, but there is no formal notification process. Parents/guardians who do not want their students involved in group counseling may notify their son or daughter's school counselor at any time, and the request will be honored. Although maintaining or improving communication between a student and his or her family is always a goal of any counseling process, the content of group and individual counseling sessions is considered confidential unless there is a situation involving child abuse or other clear and imminent danger such as suicide or other serious harm to self or others. When these situations occur, the counselor, psychologist, or social worker must then take action and inform the parents and other appropriate parties, which might include the family therapist, Department of Children and Families, and/or police. Often the counselor is able, with the consent of the student, to serve as a communication link between the student and teachers, family, and others.

Psychologists/Social Worker

The school psychologists serve as diagnosticians, counselors to students and parents/guardians, and as mental health consultants to the special education team and the whole school staff. Diagnostic evaluations are performed on all students referred to determine need for special education services. They may include tests of intellectual aptitude, specialized tests for learning disabilities, and the projective tests that examine personality functioning and social and emotional adjustment.

The social worker provides a variety of services for students whose social/emotional challenges may be interfering with their academic progress. Individual and group counseling and brief family counseling are used to alleviate some of the challenges impeding student progress.

Both the school psychologists and the social worker act as a referral source to outside community services, and as a link between the home and the school. In addition, they act as consultants to teachers, administrators, and to the Planning and Placement Team (PPT) and Child Study/Student Intervention Teams, to aid in their understanding of student needs.

Speech and Language Pathologists

Speech and Language Pathologists provide services to those students whose communication skills interfere with their ability to achieve in their educational setting. Services may be provided individually, in small group settings or through consultation with instructional staff. All forms of communication may receive support - oral, aural, written, and reading comprehension skills. Many communication problems can be resolved when appropriate educational accommodations and modifications in curriculum and/or instruction are implemented.

Special Education Services

The Special Education Services Program is designed for students who have been diagnosed as exceptional by members of the Planning and Placement Team (PPT). The PPT includes a representative from the administration, instructional personnel, and members of the Student Services Staff (school counseling, special education, school nurse, social worker and/or school psychologist). This team has the responsibility to collect all evaluative data, determine the eligibility of a student for special education services, identify needs, develop goals, and plan an appropriate educational program.

Special education provides a continuum of support services from consultation support to self-contained courses. Progress is monitored regularly. Participation in the general education environment, with appropriate supports and services, is always considered prior to a student being recommended for a more restrictive program.

Parental collaboration and involvement is essential for the success of students in this program. Please contact your child's school counselor if you feel that your child should be considered for special education services.

STUDENT WELLNESS

The Joel Barlow High School, Region 9 School District strives to make a significant contribution to the general well-being and the education of each student. It is the conviction of the boards of education that good health optimizes student performance and leads to richer lives. Joel Barlow High School, therefore, supports the maintenance of an environment where students learn healthy habits, participate in regular physical activity, and receive proper nutrition as part of their total educational experience. Federal and state standards will be met pertaining to all foods and beverages available for sale to students. A sequential program of physical education is provided. Please refer to our website for Board of Education Policy #6142.101, School Nutrition and Physical Activity (Student Wellness).

HEALTH SERVICES

The school nurse must be notified of all accident cases that occur during school-supervised activities. She can be reached at extension 1513. Students/parents are requested to report to the nurse all cases of communicable disease. Health information forms are issued yearly, and it is important that parents/guardians include two emergency numbers in addition to the primary family phone number.

Health Office Procedures

When a student becomes ill in school, the student must report to the nurse's office for clearance to leave the building. All illnesses are tracked and documented. We have students with weakened immune systems so tracking infections/communicable diseases is vital to the health of all our students and staff. Students will be allowed to contact their parent or guardian from the health office. Students who are feeling poorly in the morning and who experience a sudden improvement in their condition should remain home from school to prevent relapse or exposure of others to illness.

A student who leaves school due to illness and does not sign-out through the Health Office will have his/her absence or early dismissal recorded as unexcused.

Administration of Medications by School Personnel

Under normal circumstances, the administration of medications to students should be overseen with by parents or guardians outside of the school setting. When required, medications including over-the-counter medicines may be administered to students in a school setting provided the school nurse receives a written order from a licensed physician, dentist, or chiropractor and a written request from a parent or guardian.

Medications, including controlled drugs, may be administered to students, when properly authorized, by the school nurse or, in her absence, by a registered nurse licensed in the State of Connecticut. In special circumstances such medications may be administered to students by the administrator or teacher, provided the administrator or teacher has been properly trained to do so.

Students may self-administer only inhalers and epi-pens provided there is written permission to do so from the attending physician and the parent or guardian of the student, and provided that the school nurse and administrator agree that the student is capable of doing so.

All administrations of medications to students must be under the general supervision of the school nurse. Forms are available in the school nurse's office and on the school's website.

Parents/guardians are encouraged to inform the nurse of medications their children are taking even if the medication is administered outside the school day.

Communicable/Infectious Diseases

Board of Education Policy 5141.22 states: "All children in Connecticut have a constitutional right to a free, suitable program of educational experiences. Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others due to the nature of the disease or personal characteristics of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case-by-case basis with the appropriate procedural due process safeguards. Where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission, exclusion is not warranted.

It is the policy of the district that no student or staff member with HIV infection or AIDS may be prohibited from attending school/employment unless there is an immediate risk of injury or harm to the individual or to others."

Grade 10 Physical Assessment

Connecticut General Statute Sec. 10-206 requires that all second year high school students complete the blue State Health Assessment Record (HAR 3) during the school year. The exam must be dated after June 1st during the ninth grade year. If the exam is not turned in by the first day of the 11th grade year, in accordance with state law, the student will not be allowed to attend school until all proper forms are submitted.

Accidents and Injuries

Students must report all accidents and injuries to our school nurse and complete an accident report as soon as possible or practical after the accident. The nurse can be reached at 203-938-2508, ext. 1513.

Immunization

Section 10-204 of the Connecticut General Statutes requires that each student must be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella (chicken pox) prior to being permitted to attend any school.

The adequacy of immunization status shall be determined by reference to regulations issued by the Commissioner of Health Services and/or the Commissioner of Education.

No child whose immunization status fails to comply with the requirements of state law shall be permitted to attend school unless the proper exemption forms are on file.

Psychotropic Drugs

The Board of Education prohibits all school personnel from recommending the use of psychotropic drugs for any student. School medical staff may, however, recommend that an appropriate medical practitioner evaluate a student. School or medical staff may consult with such a practitioner, with the consent of the student's parent or guardian. The Board recognizes that the refusal of a parent or other person having control of a child to administer or consent to the administration of any psychotropic drug to the child shall not, in and of itself, constitute grounds for the Department of Children and Families (DCF) to take such child into custody or for any court of competent jurisdiction to order that such child be taken into custody by the department, unless such refusal causes such child to be neglected or abused as defined in Connecticut General Statute 46b-120.

Accident Insurance

Group accident insurance is made available each year to Joel Barlow High School students at a reasonable cost. Details are furnished at the opening of school in September. Students participating in interscholastic events must be insured. In the event of an accident, the nurse and the administration must be notified immediately, and an accident report must be filed.

EXTRACURRICULAR & CO-CURRICULAR ACTIVITIES

The extracurricular/co-curricular program provides experiences that enrich and complement each of the six areas of the curriculum. The choice of extracurricular/co-curricular work depends largely upon the individual's own particular interests and initiative. At the beginning of the year, the extracurricular/co-curricular program is outlined to the students so they can consider carefully the various activities that are available before joining.

ATHLETICS

The school supports a well-rounded athletic program that includes both interscholastic and intramural teams. Interscholastic/Intramural competition includes the following sports:

	BOYS	GIRLS
FALL	Cross Country Football Soccer Unified Soccer	Cheerleading Cross Country Dance Team Field Hockey Soccer Swimming Unified Soccer Volleyball
WINTER	Basketball Bowling Ice Hockey Indoor Track Ski Swimming Unified Basketball Wrestling	Basketball Bowling Cheerleading Dance Team Gymnastics Indoor Track Ski Unified Basketball
SPRING	Baseball Golf Lacrosse Tennis Track Volleyball	Golf Lacrosse Softball Tennis Track

ELIGIBILITY FOR ATHLETICS

Beginning with the fall 2016 season, required forms for Athletics, with the exception of the physical form (Health Assessment Record) are available exclusively through PowerSchool parent accounts. Paper forms, other than the physical are no longer being accepted. The physical form (Health Assessment Record), found also on the Barlow website must be turned in to the school nurse on paper. Coaches cannot collect forms or clear students to participate.

To access Athletics forms in PowerSchool, you must sign in to your Parent account using a desktop or laptop computer. The forms are not available through the mobile application or on mobile devices, and they are not accessible from Student accounts.

If you do not currently have a PowerSchool Parent account, please email powerschool@er9.org to request the forms to register for an account.

The following are required by team candidates in order to participate in any tryout, practice or game, or to receive equipment.

1. Required documents:
 - a. Health Assessment Record (paper form)
 - b. Emergency Medical Authorization and Demographic Confirmation Form
 - c. Athletic Code of Conduct/Permission to Participate
 - d. Substance Policy form
 - e. Concussion and Head Injury Student/Parent Awareness and Consent Form
 - f. Sudden Cardiac Arrest Plan and Consent Form
 - g. Joel Barlow Athletic Participation Fee Form and Payment
2. There has been a change in CIAC physical assessment requirements that allows physical assessments to be valid for 13 months. In order to accommodate the recent concerns expressed by physicians and insurance companies, we will now accept student athlete physicals for 13 months after the verified exam date. Physical assessments will not be accepted if they expire during the season in which the athlete's sport is being played.
3. The student must report to the appropriate coach on the first day of the conditioning week assigned for his/her sport.
4. All school financial obligations must be met in order to participate on athletic teams.
5. The student's nineteenth birthday must be on or after July 1, 2019.
6. To be eligible for fall sports a student must have received credit toward graduation at the close of the school year preceding the contest in at least four Carnegie Units of work or its equivalent for which he or she has not previously received credit. "Equivalent" is any number of courses that are equal to one Carnegie Unit. Credit must be earned during the same academic year.

A student cannot at any time represent a school unless taking at least four quarter Carnegie Units of work or its equivalent. During the school year a student must have received a passing mark in at least four quarter Carnegie Units of work or its equivalent at the end of the regular marking period next preceding the contest. Student eligibility will be determined for all students on the date that report cards are distributed or on the fourteenth calendar day following the end of the marking period, whichever comes first. No Carnegie Unit or equivalent for which the student has already received credit shall be included in those required by this rule.

7. After a student has completed eight academic semesters, he or she is no longer eligible to participate in interscholastic sports.
8. The student must be in compliance with CIAC eligibility regulations.

INTERSCHOLASTIC SPORTS INSURANCE

Joel Barlow High School does provide an Interscholastic Sports Insurance Policy. This is a secondary or "excess" type benefit plan. It includes all interscholastic sports and clubs.

All athletic injuries requiring medical attention should be reported to the Joel Barlow High School nurse by the coach, athletic trainer, student and/or parent/guardian as soon as the athlete returns to school or no later than twenty-four hours after the injury. The nurse or athletic trainer will prepare an accident report and answer any questions the student or parent/guardian might have with regard to insurance.

Insurance claims must first be submitted to the individual's personal insurance carrier, "subject to policy terms, conditions and exclusions". Once the primary carrier has assigned its benefits, the school's plan will review the claim. This insurance will pay only the usual and customary portion of the balance of the medical expenses not provided or reimbursed under the other coverage. This coverage will consider those expenses related to athletic injuries for up to ten years from the date of the accident provided medical attention was sought within ninety (90) days, and a notice of claim was filed with the insurance company by the athlete's parent/guardian. This is the responsibility of the parents/guardians. If a parent/guardian does not carry medical insurance, the plan will cover all usual and customary expenses related to the injury.

Questions concerning coverage or claim status should be directed to Bollinger Specialty Group (866) 267-0092.

SPECTATOR CODE

Joel Barlow High School is proud of its history of recognition for excellent sportsmanship. Each spectator at an athletic contest is personally responsible for the impression made by the school as a whole. Accordingly, we subscribe to the highest standards of courtesy, fair play, and sportsmanship as outlined in CIAC expectations (www.casciac.org).

FITNESS CENTER

The fitness center is open to students during activity period and after school. Students will have the ability to participate in cardiovascular, muscular endurance, and muscular strength activities under the direct supervision of our strength and conditioning coach. The fitness center rules must be followed by anyone using the facility.

TRANSPORTATION FOR ATHLETES

To get the full benefit of working and performing as part of a team, all athletes are expected to travel on the bus with their teammates to all away games. If there is to be a special request for Alternate Transportation, it must be submitted 24 hours in advance. Forms are accessible in the main office and on the Joel Barlow website.

INTRAMURALS AND CLUB TEAMS

The Athletics, Health and Physical Education Department provides intramural and club programs that offer a broad range of athletic activities. Specific programs are announced at the beginning of each season and take place during the activity period and after school.

UNIFIED SPORTS

The athletic department offers a unified sports program. Unified sports provide an opportunity to bring special education and regular education students together on the same playing field, using the athletic arena as a forum to help break barriers.

PARTICIPATION FEE

A participation fee is required for student athletes as well as for students participating in certain extracurricular activities, including intramurals and unified sports. The current athletic fee is \$65 per student per season with a \$260 cap per family per year. The current extracurricular fee is \$30 per student per year. While there is no family cap for the extracurricular fee, it covers participation in one or more clubs at any time during the school year. Both the athletic participation fee form and the extracurricular fee form are available on the Joel Barlow High School website. These funds are used to offset stipends for coaches and advisors.

STUDENT ACTIVITY PROGRAM

An activity period is scheduled once per seven-day cycle on Day 2 and affords all students the opportunity to participate in over 50 clubs and organizations. After school, there is a growing number of additional clubs and organizations that meet. Many of these are competitive teams preparing for upcoming competitions. Student involvement in the Student Activity Program is a very important part of school life, and it is expected that all students take an active part in the activities program.

Examples of clubs and organizations that meet during our Activity Period:

A Cappella Club	Crafts & Crochet Club	Literary Magazine
Achieving With Integrity (AWIC)	Debate Club	Math Mentoring
Assets	Democratic Activists Club	Model U.N. Club
Automotive Club	FalcoNation	National Honor Society
Barlow Leadership Team	Fitness Club	Open Ceramics
Best Buddies	Future Business Leaders of America (FBLA)	Open Independent Art
Chess Club	Gay Straight Alliance	Open Jewelry
Class Councils	Health & Medicine Club	Operation Smile
Club Nintendo the Gathering	Helping Our Heroes	Paws for a Cause
Code Blooded	Health Occupations Students of America (HOSA)	Peer Mentoring
Computer Programming	Intramural Sports	Photo Club
Cornhole Club	Key Club	Ping Pong Club
Catherine Violet Hubbard (CVH) Animal Sanctuary	Kindness Club	Poetry Club
		ReCycle It
		Redding/Easton Association

for Counseling on Transition (REACT)	Club	Young Conservatives & Libertarians Club
Republican Activists Club	Star Wars Club	Young Democratic Activists Club
Robotics Club	Stress Free Club	Youth Mental Health First Aid
Serving Our Underprivileged (SOUP)	Student Council	
Spanish/World Language	Ultimate Frisbee	
	Yearbook (Oracle)	

Examples of clubs and organizations that meet after school:

Bowling Team	Math Mentoring (before school)	Science Research Team
Chess Team	Math Team	Sikorsky STEM Challenge
Code Blooded	Model UN Team	Ski Club
Debate Team	Murals Club	Unified Sports
Euro Challenge Team	Robotics Team	Unified Theater
Fed Challenge Team	Science Bowl Team	
Fuel Cell & 3D Printing		

Detailed descriptions of each club and organization are available in our Student Activities Program Guide available on our website (www.joelbarlowps.org).

Eager to reach the interests of all students, the formation of new clubs is encouraged. Students may request to establish any type of club if the following provisions are met:

- Significant student interest
- Sound purpose consistent with our mission statement
- Faculty advisor
- Membership open to all interested students. Students wanting to join one of Barlow's honor societies must meet membership criteria to join.

Students who desire to start a club should contact Karen Bender, located in the student activities office.

ASSEMBLIES

Assemblies are held periodically during the school year to supplement the curriculum and extracurricular program. Attendance at assemblies may be mandatory or optional depending on the nature of the program.

An indication of the cultural level of the school is the conduct of the student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. At all times, the student audience should be respectful, courteous, and sit by advisory groups during formal programs.

MUSIC PROGRAM

Although music is scheduled as part of the school curriculum, students have an opportunity for individual and small group practice and instruction during the activity period. At certain times during the school year, mandatory rehearsals will be scheduled for students enrolled in the program.

DRAMA

Joel Barlow High School presents at least two theatrical productions annually. All students are invited and urged to participate. There is a variety of roles to be filled beyond performing. Students are encouraged to take part in lighting, stagecraft, sound, costumes, etc.

UNIFIED THEATER

Unified Theater dissolves typical barriers between youth through school-based performing arts programming. Participants with and without disabilities come together to put on productions. Productions are entirely organized, written, performed, and directed by students.

PUBLICATIONS

Literary Magazine - *The Wayfarer*

The school literary magazine provides a means of recognition of all types of writing done by the students either in the classroom or on their own. Student staff members are selected from all grades and function as editors, writers, proofreaders, artists, and typists.

School Newspaper – *The Columbiad*

The school newspaper has a twofold purpose: to offer experience in the methods and techniques of journalism; to provide a lively and up-to-date news forum that will be beneficial to the school community. The newspaper is organized along typical lines, which will provide an opportunity for various forms of creative expression. Student staff positions include: editor-in-chief, reporters, columnists, proofreaders, typists, art editor, photographer, and business manager. The style of the paper and the frequency of publication will depend entirely upon the initiative and imagination of the staff.

Yearbook - *Oracle*

Preparation and publication of the yearbook provides students with an opportunity to exercise skills in photography, writing, layout, and organization.

The student staff positions of editor-in-chief, copy editor, layout editor, senior write-up editor, and business manager are filled in the spring before school closes. Any students wishing to work as staff members should contact one of the editors or the yearbook advisor early in September.

STUDENT COUNCIL

The function of the Student Council is to provide liaison among the student body, faculty, and administration to aid in school activities, to provide a forum for student expression, to improve the citizenship of the student body, and to facilitate democratic procedures throughout the school.

Candidates for office are nominated by the Council or by student petition and elected by the student body. Student Council officers for the 2018-2019 school year are listed on page 11. Meetings of the Student Council are held during activity periods and after school. These meetings are open to all students.

CLASS COUNCILS

Class officers for grades 10, 11 and 12 are elected in the spring of the year preceding their term of office. Class officers for the 2018-2019 school year are listed on page 11. Grade 9 officers are elected each fall.

ADVISORY PROGRAM

All students are members of an Advisory Group, which meets every Day 2. To aid transition to the high school, Grade 9 Advisory Groups also meet every day for the first two weeks of school during community minutes. The Advisory Program supports our school mission and school-wide expectations by providing opportunities to build community, enhance communication, and integrate complexity. The Advisory Program connects students to adult advocates, other students, and their school. Grade level themes and the school calendar guide many Advisory activities; however, advisors and students are also encouraged to choose activities and topics for discussion based on interests and group preferences. Advisors further work with students to update their Student Success Plans that include every student's needs and interests to promote community and set post-secondary education and career goals.

FIELD TRIPS

The Board of Education and administration recognize field trips as a valuable part of the school program and as an extension of the school's curriculum. Participation in a field trip by students is regarded as a privilege. Students are reminded that they are representatives of their school and community during field trips and appropriate behavior is an absolute requirement. Eligibility for field trips can be affected if students have not met responsibilities for emergency medical authorization, student data, due process sign-off sheets, fines, and physicals.

Local field trips are approved by the leadership team and fall under the direct supervision of the organizing teacher(s). A field trip over 300 miles in distance requires Board of Education approval.

The parent/guardian receives a field trip informational packet containing permission sheets for completion. The participants absorb the cost of field trips unless specified in the budget. As a result of worldwide events, the planning of field trips may become problematic. Trips, including those that require a deposit or advanced payment in full, might be canceled as a result of safety concerns for our students. If this is the case, Joel Barlow High School cannot be responsible for monetary loss. The student and parent/guardian assume the personal risk of loss of the deposit or payment.

Students must notify their teachers of their planned absence in advance. Students are responsible for all learning that takes place in their absence. Generally, field trips do not take place during exam periods or the week prior to exams.

EXTRACURRICULAR ACTIVITIES

Much of the school social calendar is scheduled prior to the beginning of the school year. All school social events are managed by school organizations and chaperoned by faculty and staff. Some of our more popular activities include theater productions, concerts, dances, debate tournaments, and athletic events.

School standards of behavior apply to all school events. Any student or guest suspected of being under the influence while participating in or attending a school-sponsored activity may be asked to take a breathalyzer test. Joel Barlow High School has a zero tolerance policy. Zero tolerance means any reading on a breathalyzer higher than a zero and will result in disciplinary action.

DANCES

For some dances, tickets will only be sold in advance and all financial obligations must be met before purchasing a ticket. Students may be asked to present their student ID at the door in order to be admitted. Doors close one hour after the start of a dance. Students may leave at any time; however, once they have left, they may not re-enter.

Guests, including recent graduates, may attend an event with administrative approval. A guest request form is available in the main office.

OPPORTUNITIES FOR STUDENT RECOGNITION

Barlow students are recognized through a variety of programs and organizations. The Barlow Awards Night is held at the end of each school year. Several awards recognize the student attributes identified in our Mission Statement: “the open and active exchange of ideas, meaningful inquiry, personal integrity, individual well-being, global citizenship, and continuous independent learning.”

If eligible, students can apply for membership in a variety of academic honor societies including; the National Honor Society, the Tri-M Music Honor Society, the French Honor Society, and the Spanish Honor Society.

The Barlow Spotlight Award recognizes leadership, service and character. The Joel Barlow Legacy Society celebrates the accomplishments, character, and contributions that a student brings to the learning community.

ATTENDANCE

Regular attendance is one of the cornerstones of an appropriate education. Time lost from class for any reason represents a significant loss of educational opportunity for all students.

Grades earned in any course will reflect daily participation as well as the fulfillment of other academic requirements established by the school. Consistent involvement and interaction of each student with the curriculum, teachers, and peers are all essential elements in the maximum development of the potential of each person.

Connecticut state law requires parents or guardians to cause their children to attend school regularly whenever the public school is in session.

Connecticut General Statute Section 10-184 states that parents must assure their children attend public school, “regularly during the hours and terms the public school in the district wherein such student resides is in session.” As our school day begins at 7:30 and dismisses at 2:07, we recognize and honor only those early dismissals that are unavoidable. We reserve the right to request verification from a doctor or other authority in cases where the student is frequently leaving school early or arriving late.

The following definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and procedures concerning truants), and for the purpose of reporting truancy, pursuant to subsection (c) of Section 10-220 of the Connecticut General Statutes. The use of these definitions for state purposes does not preclude districts from using separate definitions of excused and unexcused absences for their internal uses (including decisions on promotion/retention, grading and disciplinary action).

A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student’s return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation; and
- B. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
 1. Student illness (note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
 - a. **In the event of an absence of four or more consecutive days due to illness the parent/guardian should notify the school nurse in addition to the attendance line;**
 2. Student’s observance of a religious holiday;
 3. Death in the student’s family or other emergency beyond the control of the student’s family;
 4. Mandated court appearances (additional documentation required);
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
 6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

SCHOOL DAY

Students are expected to be in school for the full daily schedule. (See inside front cover.) Special schedules to accommodate student learning will be published from time to time. Students full participation in such programs as Black and Gold Days, Career Day, Palooza, and other special assembly programs is expected. Further commitments, such as after-school activities, special help, or disciplinary detention, may require that a student stay later.

The official school day, during which all students are the responsibility of the high school, begins when the student either boards a school bus to come to school or otherwise when the student arrives on campus for the day. Students may neither get off the bus prior to arrival at school nor leave campus once they arrive. The Board of Education requires that accurate records be kept of the attendance of each child in the district. A student should not be absent from school without the knowledge and consent of parent or guardian. Verification of an absence must be provided by a parent/guardian by phone or written notification.

A student is considered to be “in attendance” if present at school for at least half of the regular school day, or involved in an activity sponsored by the school (e.g., field trip). Students may not leave school without administrative permission during the day.

SCHOOL CANCELLATION, DELAYED OPENING, AFTER-SCHOOL PROGRAMS, EARLY DISMISSAL, AND TESTING DAYS

It is occasionally necessary to cancel school, cancel school events, or delay opening because of snow or other emergencies. The class schedule on the day of return to school after a cancellation is usually the one that is scheduled for that day. Please refer to website for the specific daily schedule when necessary. All school cancellations and delayed openings will be communicated via our school website (www.joelbarlowps.org), the district website (www.er9.org), and www.ctweather.com. Announcements will also be made over the following radio and television stations: WLAD (800 AM); WTIC (Fox 61); WTIC (1080 AM); Cablevision Channel 12; WFSB-TV (Channel 3); WTNH-TV (Channel 8); NBC Connecticut TV (Channel 30).

Information on school delays and cancellations, as well as athletic and non-athletic events, can be accessed by dialing 203-938-2508.

During the 2018-2019 school year, there are days set aside for faculty professional development. On these days, academic classes will meet on an adjusted time schedule. Lunch will not be served on early dismissal days. These scheduled early dismissal days for professional development, which are subject to change, are as follows:

September 20, 2018 – Early Dismissal
 September 21, 2018 – Early Dismissal
 October 5, 2018 - Early Dismissal
 November 6, 2018 - Early Dismissal

February 14, 2019 - Early Dismissal
 March 15, 2019 – Early Dismissal
 March 18, 2019 - Early Dismissal
 May 17, 2019 – Early Dismissal

During the 2018-2019 school year, special schedules will be posted on the school’s website for the following testing days:

October 10, 2018 – Late Arrival Grades 9 & 12

March 27, 2019 – Late Arrival Grades 10 & 12

Typical school hours for shortened days are as follows:

	Beginning of the Day	End of the Day
Delayed Opening (2 hour delay - due to inclement weather) *see schedule below	9:30 a.m.	2:07 p.m.
Delayed Opening (3 hour delay – due to inclement weather) *see schedule below	10:30 a.m.	2:07 p.m.
Early Dismissal	7:30 a.m.	12:00 p.m.

Order and length of classes on these days will be announced and posted on the website.

Delayed opening schedules are as follows:

2 Hour Delayed Opening Schedule	
Period	9:30 - 10:05
Period	10:10 - 10:45
Period	10:50 - 11:25
Period (lunch)	11:29 - 12:40
Period	12:44 - 1:23
Period	1:28 - 2:07

3 Hour Delayed Opening Schedule	
Period	10:30 – 11:02
Period (lunch)	11:06 – 12:17
Period	12:21 – 12:53
Period	12:58 – 1:30
Period	1:35 – 2:07

ABSENCES

It is the intention of the high school to keep absences to a minimum. Certain absences are, of course, unavoidable and will be excused by the school district. But it is essential that all members of the community realize that students should not lose any instructional time for any but the most serious reasons. Parents/Guardians are urged to coordinate family vacations with the school calendar for vacation periods. Communication is an essential element in the total program.

Excused Absences

- A. On the evening before or prior to 9:00 a.m. the day of an absence due to student’s illness or unanticipated family emergency, a parent/guardian must call 203-938-2508 ext. 1222 to report the absence.
- B. Anticipated absences such as: Medical appointments that cannot be scheduled after regular school hours, religious observance, court appearance, or college visits must be reported to the school attendance clerk as early as possible but at least 24 hours in advance.
- C. Absences from school for vacations, trips and similar cases can seriously affect school performance. If these types of absences cannot be avoided, requests must be made in writing to the student’s assistant principal five school days before the date of the planned absence so that the request can be reviewed and processed. Please note, if a student's number of absences at the time of the request will exceed nine absences, in accordance with Section 10-210 of the Connecticut General Statute, a request for family vacations, trips and similar cases is not included in the list of types of absences that are considered excused (refer to page 45), and the absences will be recorded as unexcused.

Unexcused Absences

- A. Class cutting can carry the penalty of a failing grade for all work missed, no make-up privileges and disciplinary action.
- B. An absence, tardy, or early dismissal without prior approval or proper documentation can result in academic and/or disciplinary consequences.

CHRONIC ABSENCE AND TRUANCY

The state of Connecticut requires schools to record student absenteeism by using two metrics: chronic absence and truancy.

Chronic Absence

Chronic absence is defined as missing 10 percent or more of the total number of days enrolled during the school year for any reason. It includes excused absences, unexcused absences, out-of-school suspensions, and in-school suspensions that last more than one-half of the school day. For example, a student who has been enrolled for the first 30 school days at the beginning of the school year and has been absent three of those days is chronically absent. Chronic absence emphasizes the academic impact of all missed days.

Truancy

Truancy counts only unexcused absences. A truant is a student age five to eighteen, inclusive, who has four unexcused absences in a month (period of time, not specific months named in a calendar) or 10 unexcused absences in a school year. A habitual truant means any such child who has twenty absences within a school year. Although a student age nineteen or older cannot legally be declared a truant, it is emphasized that the same attendance policy and regulations apply to all students in the district. In addition, reaching the age of majority (age 18) is not an excuse for poor school attendance.

Remediation of Chronic Absenteeism and Truancy

It is the intent of the Board of Education that district personnel work cooperatively with students and parents to remediate any instances of poor attendance or truancy.

School personnel address the issue of chronic non-attendance by referral to an administrative support team and/or the Child Study Team to determine causes and make recommendations for remediation. In extreme cases a truancy meeting will be conducted. The School Resource Officer may be asked to provide support to students and families.

CLASS CUTTING

Students are required to attend all classes, study halls (Commons), Advisory and Activity Periods. Class cutting is a serious offense, and students violating this rule are subject to disciplinary action. Penalties for class cuts are aligned with the consequences for excessive tardies. In addition, unexcused absences from classes, Advisory, study halls (Commons) and Activity Periods will receive the consequences of detentions and/or suspensions. Joel Barlow High School takes great pride in the high rate of class attendance and the amount of time we dedicate directly to the learning process.

SKIP DAYS

The school does not sanction impromptu off-campus student social gatherings on school days and is in no way connected with their sponsorship or supervision. Such activities, generally referred to as *skip days*, are completely unauthorized, can involve partial or full class cutting, and will be handled on an individual basis in accordance with existing policy.

TARDINESS

Time is a resource, and there is a direct, positive correlation between a student's time spent on learning and academic achievement.

Excused Tardiness

Arrival after the beginning of the first period of the day will only be excused if the late arrival was arranged previously by parent/guardian (or by majority student) by telephone, letter or in a conference with the attendance clerk or a school administrator, on or before the preceding school day. A parent/guardian note or phone call on the day of a late arrival will not excuse a student who arrives late to the classroom or study hall. Acceptable reasons for an excused late arrival are outlined in the handbook section under Excused Absences. Car troubles, speeding tickets, parent lateness, oversleeping, power failures, and family responsibilities, though unforeseen, are not emergencies and are not considered excused. Documented emergencies involving serious illness or a car accident may be excused on a case-by-case basis by an administrator on the day of the occurrence. Students who have an excused tardy must sign into the security office to receive an excused pass to enter class or study hall.

In the rare case that a student has a chronic medical condition that necessitates occasional late arrivals to school, a physician's letter documenting the medical situation and specifying parameters for late arrival must be given by the parent/guardian to the nurse to place on file as soon as the condition is identified. In order to provide the appropriate accommodations, parents are encouraged to provide permission for a school representative to liaison with the designated physician. Doctors' orders must state the duration of the orders. On such late arrival days, a parent/guardian phone call to the attendance clerk is still required informing the school of the time and reason for the late arrival; the student must sign in to the security office and receive an excused pass to enter class or study hall.

Unexcused Tardiness

Students whose lateness is unexcused will be unable to participate in after-school activities, athletic and extracurricular, scheduled for that day or evening. A parent/guardian note or phone call notification on the day of a late arrival will not excuse a student's tardiness.

Students who are feeling poorly in the morning and who experience a sudden improvement in their condition should remain home from school to prevent relapse or exposure of others to illness. Administrative approval is required for students who arrive late after experiencing a sudden improvement in condition.

The following administrative penalties will be implemented for students who exceed two (2) unexcused tardies in any marking period.

Number of Unexcused Tardies Accrued in a Marking Period	Loss of Driving / Parking Privileges*
3	5 school days
6	5 additional school days
8	5 additional school days
10	5 additional school days
12	5 additional school days

* These days accumulate from the freshmen year until a parking permit is requested.

EARLY DISMISSAL

In general, early dismissals should be avoided, particularly if they require a student to miss any instructional time.

All requests for early dismissal from a non-instructional period must be in writing, signed by the parent/guardian or majority student and submitted to the attendance clerk before the morning break on the day for which early dismissal is requested.

If an emergency occurs during the day and an early departure is necessary, an exception may be granted by the school administration.

If an early dismissal request is for an excused absence from instructional period(s), the student must submit the request to the attendance clerk for review and approval at least one day in advance. Failure to do so may result in an unexcused absence.

Students who have an excused early dismissal are eligible to make up work and are eligible thereafter to receive full credit. Each student is responsible for getting missed assignments and submitting them on the next class day.

All early dismissals are screened and are subject to verification at any time. Students who abuse the regulations concerning early dismissal may be denied permission to leave school early for the remainder of the term, as well as subject to additional disciplinary action.

All students who have an authorized early dismissal must sign out at the security desk and leave the campus promptly.

SENIOR PRIVILEGES

Permanent Late Arrival Senior Privilege

We value the contributions of our grade 12 students and consider them a vital part of our school community. We also acknowledge that many seniors may be assuming greater leadership roles off campus that may require later hours or early morning responsibilities. For these reasons, we have created for eligible seniors a late arrival opportunity. This privilege is available to those seniors who have a study hall during the first period of the day and whose parent has granted approval for late arrival using the Late Arrival Permission

Form in PowerSchool. The late arrival privilege is available to grade 12 students only. The privilege only begins once a student's schedule in PowerSchool reflects the late arrival.

All students who have this privilege must sign in promptly upon arrival on campus in the security office. The arrival time is defined as the time at which the student signed in to the security office, *not* the time of arrival in the building. Students whose arrival time is later than the specified hour will be considered unexcused tardy. It is the responsibility of all seniors who choose to exercise this privilege to arrange their morning routines to allow for timely arrival on campus.

The late arrival privilege does *not* excuse seniors from attending classes that meet earlier than usual due to special schedules, nor does it excuse seniors from participation in class and community meetings, assemblies, convocations and other curricular or co-curricular events.

Permanent Early Dismissal Senior Privilege

We recognize that some seniors may be assuming greater leadership roles off campus in the form of afternoon jobs and internships. The early dismissal privilege is available to grade 12 students who have a last period study and whose parent has granted approval for the early dismissal using the Early Dismissal Permission Form in PowerSchool. **These seniors must sign out at the security desk.** The early dismissal privilege is available to grade 12 students only. The privilege only begins once a student's schedule in PowerSchool reflects the early dismissal.

The permanent early dismissal privilege does not excuse seniors from attending classes that meet later than usual due to special schedules, nor does it excuse seniors from participating in required class and community meetings, required assemblies, required convocations and other required curricular or co-curricular events. Seniors with permanent early dismissals may return to campus after school for activities and events.

MAKE-UP WORK

The expectation is that students will make-up all missing work when absent. Full credit will be given to make up work for excused absences, early dismissals or tardies. It is the responsibility of the student to obtain assignments for absences of up to three days. All work, including quizzes and tests, must be completed within two days of return unless the time is extended by the teacher.

In the event of an absence of four or more consecutive days due to illness the parent/guardian should notify the school nurse in addition to the attendance line.

While teachers are not expected to provide individual tutoring to students who miss class due to parent/guardian requests, there are resources available to assist in making up work. School counselors are able to help students create a make-up plan.

HOMEBOUND TUTORING

Homebound or hospital instruction will be provided through Student Services in cases which meet the state and federal mandates for such services.

ELIGIBILITY TO ATTEND SCHOOL ORGANIZATIONS AND SOCIAL EVENTS

A student is eligible to participate as a member of school organizations if he or she is in school by the first class bell or has an excused tardy, and remains in school until the end of the scheduled day. A student who is absent from school may not participate in any school activities on the day of an absence, except with prior approval by an assistant principal. In addition, individual coaches and advisors may have further restrictions concerning participation. Students suspended either in or out of school may not attend after-school activities.

This regulation applies to all after-school activities, athletic and extracurricular. It applies to participation in practice, competition, rehearsal and performance. This regulation may be waived by an administrator for an excused absence when a student is participating in an audition or a tryout.

EXCEPTIONS AND APPEALS

Each semester (not quarter) a student who has failed to follow the attendance procedures for a tardy, early dismissal or absence has one opportunity to convert the unexcused into an excused tardy, early dismissal or absence by using a *bye*. The attendance clerk maintains the record of any available *bye* for each student. The *bye* may not be used if it is a result of a failure to follow school rules while on campus. A *bye* should be requested within 24 hours of the absence in question.

All appeals regarding the provisions of this policy should be submitted in writing to an assistant principal, Julie McTague (Classes of 2019 and 2021) or Jennifer Desmarais (Classes of 2020 and 2022).

All of the elements of these regulations are intended to establish a common understanding among parent/guardian, students and school personnel about attendance regulations. These regulations reaffirm our commitment to the cooperative effort necessary to achieve our mutual goals.

TRANSPORTATION AND PARKING

BUS TRANSPORTATION

Buses are provided for transport to and from school, field trips, and athletic teams at away contests. Students representing the school are required to go on the bus and return on it. Any request for an exception must be made one day prior to the event. Athletic waivers should be given to the Director of Athletics. All other requests must be made to an assistant principal one day prior to the event.

Students are permitted to ride a bus other than their own only with prior permission. For safety and security reasons, students must present a written note from a parent/guardian requesting a bus pass from the main office prior to the end of the school day.

There are no late buses. Consequently, students will have to make their own arrangements for transportation home from all after-school activities, including athletics, after-school help, detentions, and all extracurricular activities.

Bus transportation is provided by DATTCO and a representative may be reached at (203) 917-4524. Bus routes are available at www.er9.org.

Opting Out of Bus Transportation

If your son/daughter does not intend to use district-provided transportation services, complete an Opt-Out form which is available on the ER9 website, www.er9.org. You may choose to opt-out of both morning and afternoon transportation or just morning or just afternoon. Opting-out is not irrevocable. Should family plans change at any time during the school year, you may call the business manager at (203) 261-2513 or DATTCO at (203) 917-4524 and your son/daughter will be placed on a bus route. Families may opt-in for transportation in cases of inclement weather by calling the bus company before 6:30 a.m.

Video Cameras on Buses

Video cameras are installed on school buses. Video recordings of students may be used by school administrators to verify complaints about student behavior on the buses.

Transportation Complaints

The following procedures will apply when a parent/guardian requests a change in the district's planned bus routing or a bus stop.

Level One

Any person wishing to have a change in a bus route or location of a bus stop should first contact the Central Office Transportation Coordinator at 203-261-2513. Upon receiving such a request for a change, the coordinator will answer in writing within ten school days.

If the person asking for a change is not satisfied with the decision, then, s/he may move to Level Two.

Level Two

An appeal of a Level One decision may be made to the Director of Finance and Operations at Central Office at (203) 261-2513, who will respond in writing within ten school days.

If the person asking for a change is not satisfied with the decision, then, s/he may move to Level Three.

Level Three

In order to move to this level, the person asking for a change will have to complete the necessary form and submit it to the Superintendent of Schools. This form is available in each school office and from the Transportation Coordinator. The Superintendent will review the request, consult with appropriate staff members, and, within fifteen school days, provide a written response to the person making the request for a change.

Level Four

If the person is not satisfied with the decision of the Superintendent, then s/he may appeal to the Board of Education.

To initiate an appeal at this level, the person must submit a letter to the Superintendent of Schools asking for a Board review of his/her complaint.

Upon receipt of this letter, the Superintendent will, within five school days, send all relevant materials on the case to the Board members designated by the chair to hear the appeal.

For each such appeal, the Board chair will designate at least two Board members as an appeal panel.

This panel will present its recommendations to the full Board of Education at their next regular meeting, providing that panel has at least two weeks to conduct its hearing.

The decision of the Board will be final, unless the person decides to appeal next to the Connecticut State Board of Education.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #3541 Transportation and 3541.3 Transportation Complaints.

PARKING REGULATIONS

There is a parking registration/permit system in effect at Joel Barlow High School. Because of the limitations of space, parking is limited to seniors and then offered to juniors as space is available. The cost of a parking permit is one hundred fifty dollars (\$150) per spot and is non-refundable; applications are available in the main office and on the school's website (www.joelbarlowps.org). Any student with outstanding replacement costs or who has not attended the mandatory driver's session will not be allowed to apply for a decal or park until all obligations are met. Any student who has a postponement of parking privileges due to the tardy policy is ineligible to receive their parking pass, but may apply and will have to wait until the postponement period is completed in order to receive their parking decal and park on the school's campus.

All students who purchase a parking pass are required to follow the expectations stated in the parking agreement. All motor vehicles must have the parking permit affixed to the driver's side front window and must be parked in the appropriate junior or senior student parking lots. Decals are not transferable to another student or vehicle. Failure to comply will result in the suspension of parking privileges and may also result in additional disciplinary action. Repeat offenders will be subject to loss of parking privileges for the remainder of the school year.

Students and staff should report parking violations to the Supervisor of Security. Such violations may include, but are not limited to, no parking sticker, parking in the wrong lot, parking in handicap space without sticker and/or parking in reserved spaces.

Students do not have access to their cars during the course of the school day. A student who needs to access his or her car during the school day must report to the security desk and request permission; students will be required to sign out of and back in to the building upon return. They may be provided with a security escort. Parking is a privilege, and students who drive to school are expected to operate their motor vehicles in a responsible manner. Failure to do so may result in the suspension of privilege to park on campus. Students who speed in the parking area or drive recklessly risk a loss of parking privileges. See Tardy Policy on page 49 regarding additional parking penalties.

Violation of student conduct policies can result in suspension of parking privileges. Parking privileges will be suspended for the duration of any social exclusion.

Students who have received a parking suspension, or who do not have a permit to park on campus, yet continue to park may have a vehicle immobilizer (or boot) affixed to his or her vehicle. If applied, a parent or guardian will be notified and required to meet with security at the school in order to have the immobilizing device removed.

SECURITY AND SAFETY

SECURITY AND SAFETY PLANS



EASTON, REDDING, AND REGION 9 SCHOOL DISTRICTS

654 MOREHOUSE ROAD, P.O. BOX 500 EASTON, CONNECTICUT 06612
 OFFICE (203) 261-2513 FAX (203) 261-7936
 WEB SITE: WWW.ER9.ORG

THOMAS MCMORRAN, Ed.D.
 SUPERINTENDENT OF SCHOOLS

STEPHANIE PIERSON UGOL, Ed.D.
 ASSISTANT SUPERINTENDENT
 FOR CURRICULUM & INSTRUCTION

SCOTT REISS
 DIRECTOR OF FINANCE & OPERATIONS

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major event during school hours, your student(s) will be cared for at their school. Our School District has a detailed emergency operations plan which has been formulated to respond to all hazards.

Your cooperation is necessary in any emergency.

1. In order to allow access for emergency vehicles and to maintain the safety of your children, please do not come to the school or telephone the school. We realize this would be your initial instinct. Telephone lines may be needed for emergency communication. You will be notified of a reunification location, if necessary.
2. We use an emergency notification system, SchoolMessenger, to notify parents when necessary. This system will phone you, email you, and send a text message to the numbers that you have provided to us through PowerSchool. Also, please turn on your radio for emergency announcements. If students are to be kept at school, radio stations will be notified. In addition, information regarding day-to-day school operations will be available by calling the Central Office, 203-261-2513.
3. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. You will be notified of the re-unification location if your child is relocated. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified as emergency contacts on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion locations on the school campus or elsewhere if necessary. Please be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives.

Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Thomas McMorrان, Ed. D
 Superintendent of Schools

VIDEO SURVEILLANCE

Building and parking lots will be under video surveillance.

FIRE DRILLS, EVACUATIONS, LOCKDOWN

Fire drills are held on an average of once a month. Evacuation drills and lockdown drills are conducted throughout the school year. When the alarm rings, departure should be prompt, orderly, quiet, and with a sense of urgency. Fire exit signs are posted in all areas. Students will move away from the building to designated areas, remain with their class, check in with their teacher, and wait to be recalled to the building. In the case of evacuations, students will be directed to a safe location away from the building. In the event of a lockdown, students will follow staff direction according to a prescribed plan.

EMTs, FIRE AND POLICE EXPLORERS

We are proud of our students who volunteer to fulfill essential civic services in our community and support their requests to participate during the school day whenever possible. However, the potential impact of choosing to participate in these activities during the school day, missing valuable class and community experiences, should be considered seriously by the student and his/her parent/guardian. Students who wish to respond to calls during the school day must meet the following criteria:

- a letter of parent/guardian permission must be given to an assistant principal along with
- a letter of request of the student's participation during the school day from the Police, Fire or EMS Chief/Director and
- the student must be in good academic and civic standing at school and
- the student must make up all missed work promptly.

Students who participate in calls during the day must have a parking pass and transportation. Preferential parking is not possible. Students who respond to calls may need to provide verification upon their return at the request of an administrator.

Students who respond to calls within the building require administrative approval and the approval of the school nurse on a case by case basis.

LOCKS FOR LOCKERS

The locker room and adjacent areas are restricted areas and students should only be present in these areas to change clothes for school-approved activities. Locks are provided for all athletic lockers. A physical education lock and locker is issued to all incoming ninth graders and will remain their locker until they graduate. This locker should only be used for physical education activities. Damage to the locker, a lost lock and any other problems should be reported to the athletic office as soon as possible. Students will need to clear out their lockers at the close of each school year.

Locks for hall lockers are available in the main office. Students are encouraged to request them and the locks must be returned at the end of the school year or a replacement cost of \$6 will be issued. The only locks allowed on school lockers are those issued by the school. Unauthorized student locks will be removed by the student or the administration.

The school is not responsible for the loss of any personal property. All books, uniforms, and personal items are the student's responsibility against loss or damage.

ASBESTOS MANAGEMENT PLAN

The Easton, Redding and Region 9 Boards of Education have had formal asbestos management programs in place since 1987. The purpose of these programs is to identify any Asbestos-Containing Building Material (ACBM) that may be in our schools and to take steps to make sure this material does not present an exposure hazard to the students, faculty, or staff.

The asbestos management program is implemented through asbestos management plans. Separate plans have been developed for each of the following facilities:

- Joel Barlow High School
- Helen Keller Middle School
- Samuel Staples Elementary School
- John Read Middle School
- Redding Elementary School

These management plans identify the locations of the ACBM in our schools and detail our ongoing management program. The management plans also include descriptions of previous asbestos inspections and plans for repair or removal of damaged asbestos-containing materials.

Under our asbestos management program, the ACBM listed in the management plans is inspected every six months as required by the EPA to assure early detection of problem areas. Furthermore, each building is completely re-inspected once every three years by a Connecticut licensed asbestos inspector to make sure that all ACBM is properly identified and that the asbestos management plans are up to date.

An asbestos management plan is maintained in each school office. Additionally, a complete set of management plans is maintained in the Superintendent's office at 654 Morehouse Road, Easton, Connecticut. These plans are available for review during normal business hours of 8:00 AM TO 4:00 PM.

The Easton, Redding and Region 9 Boards of Education have designated the Director of Finance and Operations as the person responsible for ensuring that the requirements of our asbestos management program are properly implemented. The Director of Finance and Operations can be contacted through the Superintendent's office at 203-261-2513.

GREEN CLEANING PROGRAM IN SCHOOLS (CT PUBLIC ACT 09-81)

The State of Connecticut is requiring that each local and regional Board of Education implement a green cleaning program for all school buildings and facilities in its district. The Region 9 Board of Education is committed to the implementation of this law by providing the staff, and upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green

cleaning program as well as making it available annually on the district's website (www.er9). The statement will also be distributed to new staff hired during the school year, and, upon request, to parents or guardians of students transferring in during the school year.

1. Green cleaning program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: *Green Seal or Eco Logo*.
2. By July 1, 2011, and thereafter no person shall use a cleaning product in a public school unless it meets the DAS standard.
3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps.
4. Disinfectants, disinfectant cleaners, sanitizers or antimicrobial products regulated by the federal insecticide, fungicide and rodenticide act are not covered by this law.

No parent, guardian, teacher or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect.

The implementation of this program requires the support and cooperation of everyone, including administrators, faculty, staff, parents, guardians and facilities staff.

INTEGRATED PEST MANAGEMENT

The Board of Education has adopted an integrated pest management (IPM) policy for pest control within the school buildings and on the grounds. IPM utilizes all available pest control methods such as sanitation, structural maintenance and exclusion, maintaining proper soil pH, fertility and moisture, trapping and/or biological controls along with the judicious use of pesticides, when warranted, to maintain pest populations at or below an acceptable level while decreasing the unnecessary use of pesticides. The primary goal of IPM is to reduce the amounts of pesticides applied by alternate methods of pest control. Pesticides may be applied if a pest population has been identified through periodic monitoring, and alternative methods of control have not been effective. The least toxic pesticide would be used first.

Pesticide applications will not be performed within any building or on the grounds of the school during regular school hours or during planned activities unless an emergency application is necessary to eliminate an immediate threat to human health. When this occurs, all children and staff will be removed from the areas and not allowed to return until it is safe to do so according to the pesticide label.

In accordance with the state statute, parents, guardians and staff may request notification prior to any pesticide application at the school. If you would like to be notified, please send a letter to the school office requesting to be notified. Please include your email address, if you have one, as we are planning to use email as one way of notifying interested people.

Registrants will be notified of pesticide applications on or before the date of application. Notification will include (1) the name of the active ingredient of the pesticide being applied, (2) the location of the application

on school property, (3) the date of the application, and (4) the name of the school administrator or a designee who may be contacted for further information.

Registrants will be notified of any emergency pesticide applications that are made to eliminate an immediate threat to human health.

Notice will be sent to any person who registers to be notified if there is any revision or modification to the integrated pest management (IPM) plan.

A copy of the record of each pesticide application at the school shall be maintained for a period of 5 years.

RADON TESTING IN CT SCHOOLS

Per CT General Statute 10-220(d), all schools shall be evaluated for radon levels in air and water prior to January 1, 2008 and every five years thereafter. Region 9 was evaluated for radon in November 2017. Parents, guardians and staff will be notified two weeks prior to the next testing date. The next evaluation will take place in October 2022.

BEHAVIORAL EXPECTATIONS

Students are expected to behave with respect and concern for the rights, safety, and welfare of all other individuals in the school. There shall be no harassment, direct or indirect, of a teacher or student. In general, any behavior which fails to respect the rights, safety, and welfare of others, disrupts the educational process, or violates the policies of the Board of Education or the laws of the State of Connecticut is considered as grounds for disciplinary action.

Every reasonable effort will be made to resolve the causes of student misconduct through consultation and cooperation among school personnel, parent/guardian, and students.

ACADEMIC INTEGRITY

Philosophy

An important part of the program at Joel Barlow is the expectation that students strive for and maintain the highest standard of academic honesty. Cheating and plagiarism are two practices that are contrary to this goal. Cheating is defined as the intentional use of someone else's work or material on any test or assignment (or the improper provision of one's own work or ideas for use by another student in place of original work) or the use of prohibited means to enhance performance on an examination. Plagiarism is defined as appropriating and putting forth as one's own the ideas, language or creations of another without properly citing the source.

All parties - students, staff and parents - have the responsibility to promote academic honesty. Teachers will provide clear expectations for assignments including opportunities for students to understand the concept of academic honesty. Likewise, students have the obligation to exercise the discipline and judgment to maintain these standards.

A common type of plagiarism involves the improper citation of works used in assignments. Multiple opportunities for learning proper citation are given throughout the academic program. Students are advised to consult the JBHS Writing Tools Handbook when citing sources to insure proper format. Many teachers require that students submit their writing pieces to turnitin.com and other services to assist in identifying plagiarism and cheating.

Joel Barlow High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning and represents the highest possible expression of shared values among the members of the school community.

Honor Code

The core values underlying and reflected in the Honor Code are:

- **Academic honesty** as demonstrated when the ideas and the writing of others are properly cited; students submit their own work (for quizzes, tests, examinations, assignments, papers, projects, etc.) without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately,
- **Respect** for others and the learning process,
- **Trust** in others to act with honesty,

- **Responsibility** of all to put forth their best efforts to prepare and complete academic tasks,
- **Fairness** and equity so that all can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and
- **Integrity** of all members of the school community.

The Joel Barlow High School community is committed to the support and enforcement of the school's honor code.

Honor Pledge

The following pledge summarizes our commitment to Achieving with Integrity.

I pledge to maintain a high level of respect and integrity as a member of Joel Barlow High School. I understand and will uphold the values of the Honor Code in letter and spirit. I will not lie, cheat, plagiarize or be complicit with those who do. I will promote achieving with integrity within our community. I make this pledge in the spirit of honor, trust and unity.

Cheating/Plagiarism

If a staff member recognizes cheating or plagiarism or even suspects a case, immediate steps will be taken to address the incident. If academic dishonesty has been proven, the student will receive an academic consequence on the assignment. The teacher will have a conference with the student, and the school counselor will be informed of the incident. Parents will be contacted by the teacher at this time. The record of this incident will be maintained through graduation. Additionally, evidence of flagrant or repeated plagiarism or cheating will result in additional consequences which may include academic discipline and ineligibility for any honor society, the Legacy Society, the Diploma with Distinction, and school leadership positions.

RESTORATIVE DISCIPLINE

The purpose of discipline is to provide a safe environment for the school and to encourage responsible behavior among all members of the student body. Joel Barlow High School employs a restorative discipline framework. Restorative practice brings together people harmed and people responsible for that harm to discuss what happened, the ways that they were affected, and the best next steps to resolve the conflict and make it right.

There are several types of discipline. Most common among these are warning, reprimand, community service, detention, loss of privilege (including loss of parking privilege), suspension, social exclusion, or probation. In some individual cases, behavioral contracts may be designed with students. At least half of assigned community service hours must be completed on campus. In the most serious cases, expulsion from school remains the prerogative of the Board of Education.

SUSPENSION/EXPULSION

Board of Education Suspension and Expulsion/Due Process Policy #5114 and Regulations are available on Joel Barlow's website (www.joelbarlowps.org). Within the first week of school students will review how to access the school handbook, Region 9 policies including the due process policy and regulations, and sign a form acknowledging that they know how to access this information.

In all discipline matters the student will be called to the office. If the matter is serious enough to warrant a suspension or an alternative to suspension, all due process rights will be maintained:

1. An informal hearing will be held (unless an emergency exists) and the student will be informed of the problem and given an opportunity to explain.
2. If a suspension or an alternative to suspension is forthcoming, the student and parent/guardian will be informed verbally, when possible, and in writing.
3. There is a right to appeal. An appeal, if won, removes the noted suspension from the student's record.
4. It is the responsibility of the student to keep up with and submit all work missed (including tests and quizzes) during a suspension.

GUIDELINES FOR SUSPENSION/EXPULSION/ALTERNATIVES TO SUSPENSION

The student may be suspended or expelled from school when the student's conduct endangers persons or property or is seriously disruptive of the educational process, or whose conduct violates a publicized policy of the Board of Education. As mandated by the State of Connecticut, a record of all suspensions and expulsions will be reported annually to the Department of Education.

The following examples of behavior may lead to discipline including suspensions or alternatives to suspensions and expulsions on all such matters occurring on school property, school transportation vehicles, or at any school-related or sponsored activity on or off campus. The conduct listed below is provided for informational purposes only; the list may not include all of the behaviors that may result in discipline.

1. Leaving the school building without permission or entering restricted areas of the building or campus.
2. Willfully striking or assaulting others.
3. Theft of property of the school, staff, a student or others.
4. The use of obscene or profane language or gestures.
5. Violation of substance policy, dress or transportation regulations.
6. Refusal to obey a member of the school staff or disruptive classroom behavior.
7. Refusal by a student when asked to identify himself/herself to a staff member.
8. A "walk-out" from, or "sit-in" within, a classroom or school building or during a school-sponsored activity.
9. Blackmailing, threatening, or intimidating behavior.
10. Possessing on school property, on school transportation, or at a school-sponsored activity, any kind of weapon, firearm, realistic replica of a firearm or dangerous instrument of any kind; unlawfully possessing a weapon, firearm, realistic replica of a firearm or dangerous instrument of any kind in violation of the law, on or off school property. Weapons, firearms and dangerous instruments include, but are not limited to, weapons as defined in Connecticut General Statutes Section 29-38, firearms and destructive devices as defined in 18 U.S.C. 921, pistols, revolvers, rifles, shotguns, machine guns, deadly weapons, dangerous instruments or martial arts weapons as defined in Connecticut General Statutes Section 53a-3, or any other instrument, article or substance which under the circumstances in which it is used, or attempted or threatened to be used, is capable of causing physical injury. This can include, but is not limited to, motor vehicles, fire crackers, fireworks of any kind or other items not commonly thought of as weapons. Realistic replicas of firearms include, but are not limited to, any nonfunctional imitation of an original firearm, provided such imitation could reasonably be perceived to be a real firearm.
11. Unauthorized entrance onto school property, or aiding and abetting an unauthorized entrance onto school property.
12. There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on the school grounds during

the school day, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit. Tobacco includes but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

13. Explosive/Fire - Possession or ignition of any bombs, fireworks or other explosive materials, or ignition of material causing a fire.
14. Unlawful possession, manufacture, sale, distribution, prescription, transportation or consumption on or off school grounds, or at school-sponsored activity or contest, of any drug including alcohol and/or controlled substances, a controlled substance as defined in subdivision (9) of Connecticut General Statutes, Section 21a-240, a harmful or illegal substance, or a prescribed medication for which the student does not have a prescription from a licensed physician on file in the school office. This includes but is not limited to alcohol, marijuana, cocaine, LSD, inhalants, barbiturates, stimulants, synthetics, heroin, hallucinogens, and anabolic steroids.
15. The destruction or threat of destruction of real or personal property, i.e., cutting, defacing, or otherwise injuring property in any way.
16. Accumulation of minor offenses such as school and class tardiness, cutting class or study hall, failure to attend detention, truancy, or other chronic misconduct.
17. Extended absenteeism from school or class without proper authorization.
18. Creating a disturbance.
19. Any harassment, including but not limited to, sexual harassment of any individual.
20. Trespassing on school grounds while on out-of-school suspension or expulsion or early dismissal.
21. Making "Bomb Threats."
22. Defiance of school rules or the authority of teachers, supervisors, or administrators.
23. Defiance of or failure to abide by student transportation rules.
24. Parking on school property during school hours without authorization, parking illegally, or violating other rules relating to the student parking privilege.
25. Any violation of a published school policy, regulation or rule.
26. Any other actions not listed above that may have a negative impact upon the school, that are violative of a publicized Board policy, or that are disruptive of the educational process.
27. Misuse of technology, social media, or any form of electronic communication.

Students assigned an in-school or out-of-school suspension cannot participate in or attend any after school extra-curricular or athletic activities during their suspension and may be excluded from future social events for a period of time if specified.

The school will contact the Redding police as required by Board policy, state law, and for incidents that pose potential or actual endangerment to persons and/or property.

A meeting of the Administrative Crisis Team and a psychiatric/psychological evaluation of a student may also be required in some of the aforementioned situations. By law, for students who have been arrested for commission of a felony or class A misdemeanor, the school must be contacted by the police and an appropriate evaluation must be conducted. (See page 68, Misconduct Outside the School Setting.)

DETENTIONS

In-School Administrative Detentions

Administrative detentions are scheduled as necessary. Detentions may be served during the school day or after school. Students are required to bring assignments and study materials and to work productively under the supervision of an adult.

Detentions Assigned by Classroom Teachers

A teacher may assign a detention for several reasons. Reasons include incomplete or missing homework, inappropriate behavior, tardiness, or unexcused class absences. A detention must be honored on the day required by the teacher. Twenty-four hour notice will be given for all detentions. Students may waive the notice and serve the detention on the same day. As teacher assigned detentions represent an academic responsibility, they take precedence over afterschool activities.

Community Service

Administrators may assign Saturday morning community service as an alternative to detentions or suspension. This option allows students to positively contribute to the community and to the school.

SCHOOL CLIMATE

Joel Barlow High School is committed to maintaining the elements of a connected, positive school climate. The ER9 Boards define School Climate as the quality of relationships in schools and how we treat one another – socially, emotionally, intellectually and physically. As members of the Joel Barlow High School community, students will realize connectedness in knowing that they will always be treated fairly, can feel happy and safe at school, and will always have someone to talk to.

We believe in promoting connectedness and engaging students with their peers, staff, and the ER9 community through external assets such as support, empowerment, boundaries and expectations, and the constructive use of time. Accompanying these are internal assets that include a commitment to learning, positive values, social competencies and a positive self-identity. Research has also revealed that such assets provide students with resiliency skills. Collectively, such external and internal assets promote positive identification within school and community norms for participating in school life. The 40 Developmental Assets are defined by the Search Institute and can be found under school resources on the Joel Barlow High School website at www.joelbarlowps.org under the School Resources tab.

ER9 SAFE SCHOOL CLIMATE PLAN

The Easton, Redding and Region 9 Boards (ER9) of Education are committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Boards have developed a Safe School Climate Plan, consistent with National Standards, state law and Board Policy. This plan represents a comprehensive approach to addressing bullying and cyber bullying and sets forth the Board's expectations for creating a positive school climate, thus, preventing, intervening and responding to incidents of bullying. The Plan is subject to periodic review and revision to assure that it effectively promotes a

positive school climate. In addition, the Safe School Climate Specialist is responsible for monitoring school adherence to The Safe School Climate Plan.

In keeping with our aim of maintaining a positive school climate, Joel Barlow High School wishes to share the following information with our students and their families:

1. Students, parents, or their guardians may file written or online anonymous reports with the Safe School Climate Specialist. However, no disciplinary action can be taken on the basis of an anonymous complaint.
2. Teachers and staff must orally notify the Safe School Climate Specialist or school administrator no later than one (1) school day after witnessing or receiving a report of bullying, and file a written report no later than two (2) school days after making an oral report.
3. The Safe School Climate Specialist or other school administrator will thoroughly investigate and review student and parents/guardians anonymous or written reports.
4. The Safe School Climate Specialist or other school administrator will notify parents/guardians of student(s) who commit acts of bullying of their findings no later than forty-eight (48) hours after the investigation has been completed.
5. For acts of verified bullying, the Safe School Climate Specialist or school administrator may invite the parents/guardians of the student who committed the bullying and the parents/guardians of the student who was bullied to a meeting to discuss the measures taken to ensure the safety of the student/target and to prevent further acts of bullying.
6. The Safe School Climate Specialist or administrator will develop a written preventive safety support plan for any student against whom an act of bullying was directed.
7. In some cases, law enforcement may be notified if the Safe School Climate Specialist or administrator reasonably believes that any act of bullying constitutes a criminal offense.
8. The Safe School Climate Specialist or administrator coordinates any investigation with other appropriate personnel should a bullying complaint raise concerns about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age or disability).
9. The school will maintain a list of the number of verified acts of bullying available for public inspection. With regard to student privacy under state and federal law, the log will not contain any personally identifiable student information.
10. The Safe School Climate Specialist will report the number of verified acts of bullying in the school to the Department of Education on an annual basis as prescribed by the Commissioner of Education.

Joel Barlow High School welcomes parent/guardian inquiries regarding school climate and bullying. Further information for the ER9 Safe School Climate Plan can be found under the School Resources and ER9 Safe School Climate Plan and Information tabs on Joel Barlow's website (www.joelbarlowps.org), or by contacting the designated Joel Barlow High School Safe School Climate Specialist, Jennifer Desmarais, Assistant Principal.

HAZING

Hazing is defined as an act committed against a student, or coercing a student into committing an act that creates a risk of physical or emotional harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

According to Board of Education Policy #5131.91(a), "Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times." Board policy on hazing applies to "behavior that occurs on or off school property and during and/or after school hours." Upon completion

of an investigation that confirms an act of hazing, the school district will take appropriate action. The policy identifies that "Such action may include, but is not limited to, warning, detention, suspension, expulsion, remediation, termination, or discharge."

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #5131.91, Hazing.

DIGITAL CITIZENSHIP

Students are expected to practice proper digital citizenship at all times. Students who email, text, or use any form of social media or electronic communication to humiliate, intimidate, and/or harass another member of the community will be subject to disciplinary consequences. All reports will be investigated thoroughly, and if appropriate referred to the Title IX/Civil Rights Coordinator and/or local police. Anonymous reports can be made online. The anonymous reporting form is located under the School Resources and ER9 Safe School Climate Plan and Information tabs on Joel Barlow's website (www.joelbarlowps.org).

WEAPONS AND DANGEROUS INSTRUMENTS

Board of Education Policy #5131.7(a) states the following:

"Students shall not possess firearms, facsimiles of firearms, weapons, or dangerous instruments of any kind on school grounds or buildings, not on school buses, nor on any school-related or school-sponsored activity away from school facilities. Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device; or any firearms weapons and dangerous instruments defined by law.

Possession of or bringing such weapons or devices on school grounds or other areas under the control of the Board of Education may also be a violation of criminal law, and therefore any violation of this policy shall be reported immediately to the local law enforcement agency, the Board of Education, and, if possible, the parent or guardian. Students who violate this policy shall be subject to appropriate disciplinary action as well as possible court action."

Many items are viewed as dangerous instruments such as box cutters, fireworks, and razor blades. Other common items such as pens, water bottles, books etc. may be considered dangerous instruments when they are used with an intent to harm. Violations of this policy will result in suspension, arrest, and/or expulsion.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #5131.7, Weapons and Dangerous Instruments.

MISCONDUCT OUTSIDE THE SCHOOL SETTING

Students are subject to discipline, up to and including suspension and expulsion, for misconduct even if such misconduct occurs off-school property and during non-school time.

Examples of such off-school misconduct that may result in discipline include, but are not limited to, the use, possession, sale or distribution of dangerous weapons; the use, possession, sale or distribution of illegal drugs; inappropriate use of social media; or violent conduct.

Discipline may result whether the incident was initiated in the school or on school grounds; occurred or was initiated off-school grounds and during non-school time; and, if after the occurrence, there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process by threatening the school's orderly operations, the safety of the school property, or the welfare of the persons who work or study there.

Connecticut Public Act #95-304 mandates that police inform the superintendent of schools when a student is arrested during the school year for a Class A misdemeanor or felony. Public Act 96-244 requires a one-year expulsion for students who offer illegal drugs for sale or distribution of illegal drugs on or off school grounds. The student must then be evaluated to determine if there is risk of danger to self or others in school or to school property.

CONDUCT ON SCHOOL BUSES

To ensure safe transportation, students must act responsibly when riding their bus. Students may receive detentions, suspensions, or be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to or from school which endangers persons or property or violates Board of Education Policy #5131.1 or administrative regulations.

Any complaints concerning transportation and/or bus driver safety will be referred to the business manager who will maintain a written record and conduct investigations.

Tobacco/E-Cigarette/Vape Use by Students

There shall be no smoking, vaping, or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, or electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Smoking paraphernalia includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

Students who violate this policy will be subject to disciplinary action. Students who are present when the tobacco/substance policy is violated may also be subject to disciplinary action.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #5131.61, Smoking.

CHILD ABUSE – REPORTING PROCEDURES

Connecticut's legislature has designated as mandated reporters of child abuse and neglect the following school employees: teachers, principals, school counselors, psychologists, paraprofessionals, social workers, registered or practical nurses, physical therapists, coaches, tutors, or any person contracted to care for a student in any program, while acting in their professional capacity. Other reporters of child abuse or neglect include school custodial staff, secretaries, bus drivers, cafeteria workers, and any other employee of the school systems.

All staff members in the school system, including mandatory and other reporters, must make an oral report of suspected abuse and/or neglect to DCF in person or by telephone to the DCF Child Abuse and Neglect Hotline (1-800-842-2288), or to a law enforcement agency within 12 hours of reasonably suspecting or believing that a child has been abused or neglected or is in danger of being abused.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy and Regulation #5141.4, Reporting of Child Abuse/Neglect.

SUBSTANCE ABUSE

The indiscriminate use and abuse of drugs and alcohol is a major problem in our society. It affects virtually every segment of our population without regard to age, sex, race or economic condition.

Within the context of this major social problem, schools must focus on the needs of the children they serve, recognizing that it is impossible to carry out the primary mission of the school with students who are actively using drugs or alcohol.

The Board of Education endorses the concept of substance abuse prevention, not simply at the school level, but as a total community challenge. Successfully dealing with substance abuse requires a partnership of school faculty and administration, parents/guardians, students, law enforcement officials, the school resource officer, substance abuse counselors, and the adult community; all working to create an environment which encourages and values freedom from drug and alcohol abuse. The Board commits itself and the resources of the school district to assuming our role in this required partnership. We do so, however, with the conviction that anything other than a total community commitment will have only limited effectiveness.

It is the policy of the Board to prevent and prohibit the possession, use and/or distribution of any drug (except as duly authorized through the nurse), or drug paraphernalia at any time on school property, at school-sponsored events or on school-provided transportation.

All violations of this policy will be dealt with in accordance with Administrative Procedures Series #5131.6R and Policy #5114 (Suspension and Expulsion). Disciplinary procedures should be administered according to the situations described in the regulations. Policy and regulations regarding Search and Seizure (#5145.12) will be followed.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #5131.6, Drugs and Alcohol.

SUICIDE – PREVENTION AND PROCEDURES

The Board of Education recognizes that suicide is among the three leading causes of death among young people and, consequently, is a concern to this school system and the community it serves. The district wishes to take a pro-active stance in preventing the problem of youth suicide. It is the Board's policy to actively respond in any situation where a student verbally or behaviorally indicates an intent to attempt suicide or to do physical harm to himself/herself.

The Board recognizes its moral and ethical responsibility to provide programs conducive to the positive development of youth and to provide appropriate intervention and referral for those potentially suicidal youths who come to the attention of school personnel. At the same time the district recognizes that suicide is a complex issue. While the school may recognize potentially suicidal youth, it cannot make social assessments of risk and provide in-depth counseling but must refer the youth to an appropriate agency for such assessment and counseling.

Therefore, any school employee who may have knowledge of a suicide threat or intent must take the proper steps as specified in administrative procedures to report this information to the designated school team who will in turn notify the appropriate school officials, the student's family, and the appropriate community agency. At no time during this process is the student to be left alone.

Procedures are intended to guide actions regarding potential suicidal students who may come to the school's attention within five different categories.

1. **Primary Prevention:** Actions, which the school system will undertake in order to promote conditions that reduce the risk of possible youth suicide.
2. **Situation #1: Students At Risk For Suicide:** Actions to be taken by the school system with regard to students who are identified as having potential risk for suicide due to their life circumstances or conditions.
3. **Situation #2: Students At High Risk For Suicide:** Actions to be taken by the school system with regard to students who are identified as exhibiting commonly recognized warning signs of potential suicide.
4. **Situation #3: Students Who Have Attempted Suicide:** Actions to be taken by the school system with regard to students who are identified as having made a suicide attempt.
5. **Situation #4: Students/Staff Who Have Committed Suicide:** Actions to be taken by the school system following a death by suicide may also be used for responding to the sudden death of a student/staff person.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy and Regulation #5141.5 Suicide Prevention/Intervention.

DISCRIMINATION AND HARASSMENT

Joel Barlow High School is committed to providing a safe learning environment that is free from discrimination, harassment, and intimidation. District policy promotes mutual respect, tolerance, and acceptance among students and staff.

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability.

Joel Barlow High School welcomes parent/guardian inquiries regarding school climate and bullying. Further information for the ER9 Safe School Climate Plan can be found under the School Resources and ER9 Safe School Climate Plan and Information tabs on Joel Barlow's website (www.joelbarlowps.org), or by contacting the designated Joel Barlow High School Safe School Climate Specialist, Jennifer Desmarais, Assistant Principal.

Title IX Discrimination

Joel Barlow High School has made every effort to comply with the requirements of Title IX Regulations in all school policies and practices and will neither eliminate nor refuse admission to any person from any educational program or activity or discriminate in any way.

Sexual harassment is unwanted and unwelcome physical or verbal conduct of a sexual nature, which interferes with a student's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. Under federal and state laws and policies, sexual harassment is illegal and is prohibited in school settings. Title IX also protects students from discrimination based on gender identity, religion, race and/or sexual orientation.

Students are legally protected against sex discrimination and sexual harassment by Title IX of the Education Amendments of 1972, a federal law prohibiting discrimination in schools on the basis of sex. Sex discrimination is also covered under Connecticut state law. Students have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. Students have a responsibility not to engage in sexual conduct that are unwelcome or offensive to others. Students are encouraged to report sexual harassment immediately. The student should report violations to an assistant principal. If the student feels uncomfortable reporting sexual harassment to an assistant principal, the student should contact any school counselor, social worker, school psychologist, teacher, administrator, or submit a concern using the ER9 Safe School Climate Anonymous Incident Report found on the school's website (www.joelbarlowps.org).

Inquiries regarding civil rights, Title IX and Title IX regulations can be referred to:

Jennifer C. Desmarais, Assistant Principal (Classes of 2020 and 2022)
(203) 938-2508, extension 1505 or jdesmarais@er9.org

Julie A. McTague, Assistant Principal (Classes of 2019 and 2021)
(203) 938-2508, extension 1506 or jmctague@er9.org

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #5145.51 Sexual Harassment and 4118.1/4218.1 Prohibition of Discrimination and Harassment.

U.S. Department of Education Office for Civil Rights

The Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

The mailing address of the Office for Civil Rights of the U.S. Department of Education located in Boston and serving New England is located at:

U.S. Department of Education
Office for Civil Rights
8th Floor
5 Post Office Square
Boston, Massachusetts 02109-3921

SCHOOL IDENTIFICATION CARDS

It is necessary for all students to have their photograph taken yearly for their school identification card. This will take place at the beginning of the school year. Since the photographs will be used for school identification purposes, students may not wear hats, masks, costumes, or any other item that may interfere with the identification process.

School ID cards may be required for Barlow activities and events.

PASSES

The school has a responsibility for knowing where students are during the school day. Therefore, any student who leaves a classroom or area to which s/he has been scheduled must have a pass. Any student who has an appointment slip must show it to the teacher before leaving a classroom or assigned area.

Seniors do not need to have a pass, but must follow sign-in and sign-out procedures in Commons, Library Learning Commons, the Writing Room, and the Counseling Center.

FEES AND FINES

Students are responsible for returning all books, materials, and equipment issued to them in appropriate condition. Replacement costs will be issued for any lost, missing, or damaged items. School policy and procedures do not permit the purchase of parking passes or participation in interscholastic sports, extracurricular activities, or school events, including graduation until financial responsibilities are met.

The Board of Education reserves the right to engage a collection agency to recover fines and unpaid bills.

SEARCH AND SEIZURE

Desks and school lockers are the property of the Board of Education. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of students. The locker assigned to each student is their responsibility.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. As authorized by Section 10-221 of the Connecticut General Statutes for the maintenance

of discipline in the schools, an authorized school administrator may search a student's locker, desk, bag, or vehicle under four conditions:

1. The probable presence of contraband materials poses a serious threat to the maintenance of discipline and order in the school.
2. There is reason to believe one or more students have contraband materials in desks, lockers, bags, or vehicles.
3. The students have been informed in advance that, under school board regulations, desks, lockers, bags or vehicles may be inspected if the administration has reason to suspect that materials injurious to the best interests of the school are kept on school property.
4. Leaving the school campus (building or grounds) without permission is considered reasonable cause for conducting a search of vehicles, lockers, bags, and/or students.

STUDENT SEARCH

A student may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must be reasonably related to the objectives of the search and the nature of the infraction.

RESPECT FOR PROPERTY

The level of trust and respect for personal and school property is very high at Joel Barlow High School, and we look with pride to this fine tradition. The care and maintenance of the school facilities is a major responsibility of the total school community, and through the years the staff and students of Joel Barlow High School have shown high respect for the building and facilities. The avoidance of thoughtless littering and vandalism requires everyone's cooperation.

Appropriate supervision consisting of certified staff or a coach must be in place at all times when students use school facilities; i.e., gymnasiums, locker rooms, fitness center, auditorium, computer labs, fields.

Students should take all steps necessary to safeguard both personal property and any books or materials issued to them by the school.

It is suggested that students carry only enough money to meet their daily needs. Students should not leave valuables unattended. In physical education classes, valuables should be locked in athletic lockers or turned over to physical education teachers for safekeeping. Students may obtain locks for their hall lockers in the main office. The school is not responsible for the loss of any personal property. Any books, uniforms, materials, etc., that are issued to students are their responsibility against loss or damage.

The parent/guardian of a minor child will also be held liable for all property belonging to the school system lent to the student and not returned upon demand of the school district. The student may also be subject to disciplinary action.

The willful destruction, defacing, or otherwise injuring of property under the jurisdiction of the Board of Education shall be classified as vandalism, and students involved are subject to disciplinary action and/or prosecution.

Any student discovered to have committed an act of vandalism or theft of school property will make full financial restitution for repair or replacement. The parent/guardian of a minor child responsible for

vandalism will be held liable for damages under the provisions of Connecticut State law. Damaged property paid for by the student remains the property of the school.

Any group or school organization responsible for an act of vandalism will be held liable for damages.

PRANKS

Pranks deserve no place in the traditions of our school. More than ever before, pranks have become dangerous, disruptive and expensive to public and private schools throughout the United States. We worry about the safety of our students and fear their suffering debilitating injuries. We worry, also, about the cost of repairs for damage done to our campus and school buildings and the disruptions such damage causes. We fear the hurt and the embitterment that occur among members of an educational community when a group of students disrespects the school that educated and nurtured them by causing damage to it or by causing disorder. We do not tolerate pranks of any kind. Students who participate in pranks may receive discipline which can include suspensions and, in some instances, exclusion from school activities such as prom, the senior banquet, and even graduation.

JOEL BARLOW WEBSITE

The Joel Barlow website is our public face to the world and a principle communication tool to our communities of Easton and Redding. With the help of our Web Master, the site is intended to enhance communication among the Board of Education, staff, parents, students and residents. All rules that govern use of computers and the Internet also apply to Joel Barlow's website. The website address is www.joelbarlowps.org.

PLEDGE OF ALLEGIANCE

The district shall provide time each school day for students to recite the Pledge of Allegiance. Such recitation is voluntary. Non-participants are expected to maintain order and decorum appropriate to the school environment.

FREEDOM OF SPEECH AND EXPRESSION

It will be the policy of the school district to recognize and protect the rights of student expression. It will maintain a balance of these rights with the interest of an orderly and efficient educational process and of a school environment suitable for the healthy growth and development of all students.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #5145.2, Freedom of Speech and Expression, Distribution of Material.

DRESS

The Board of Education encourages students to dress in clothing appropriate to the school environment. Restrictions on freedom of student dress may be applied whenever the mode of dress in question is unsafe,

disruptive, or contrary to the law. Dress promoting the use of alcohol or illegal substances or presenting the image, icon or trademark of an alcoholic beverage or tobacco product is prohibited.

Because we seek to teach and model self-respect, clothing worn by students should be modest. Shirts must have fabric in the front, back, and on the sides that cover the entire torso of the wearer. Students must wear pants, dresses or an equivalent, such as a skirt, sweatpants, leggings, or shorts that cover the entire buttocks. Undergarments should not be visible. Sunglasses may not be worn in the school building.

Appropriate dress will not be restricted on the basis of ethnicity, religion, gender identification, or personal style.

DISPLAY OF AFFECTION

Any display of affection, other than holding hands, is inappropriate in school and is not permitted.

GAMBLING

Gambling or any other activities denoting gambling are not allowed on school grounds.

SKATEBOARDING AND ROLLERBLADING

Skateboarding and rollerblading are not allowed on school property for safety reasons unless it is authorized as part of the curriculum or as a school-sanctioned activity. The following measures may be imposed upon students: confiscation of skateboard or rollerblading equipment (return to parent only), detention and/or suspension.

AFTER-SCHOOL USE OF FACILITIES

Unsupervised after school activities are not allowed in the gyms or any other area of the school. Students may wait in the main lobby for their transportation. Students who stay after school for events must be picked up promptly at the conclusion of the activity. Students who are uninvolved in school activities should not be loitering in the building or on campus. Parents should make arrangements to pick up students from school promptly at the conclusion of the activity (e.g. sports, drama, extra help, detention). It is not the responsibility of the school to provide supervision to students once their school obligations have been met.

MISCELLANEOUS INFORMATION

LUNCH PROGRAM

The cafeteria staff serves nutritious meals daily. Students may buy all or part of a lunch or may bring it from home. Menus can be accessed online on our school website, www.joelbarlowps.org. A breakfast menu is available throughout the morning. Students are expected to clean their area and exhibit appropriate behavior in the cafeteria at all times.

Free or reduced price lunches are available to qualifying families. Information and forms are available on the district website, www.er9.org, the school website, www.joelbarlowps.org, or calling Central Office (203) 261-2513.

Questions or concerns about food service or billing should be directed to Central Office at (203) 261-2513.

Lunch Payment System:

The Easton, Redding & Region 9 food service program uses the NutriKids point-of-sale system in the school cafeteria. All students enrolled in the school are automatically set up with an account in the NutriKids system based on his/her student ID number. Parents may opt out of this system by completing the "Add/Remove Block to Student Account" form on the ER9 website. Parents may also request that restrictions be placed on what their child may purchase. The function of the account is for it to be a pre-paid account ("Dining Dollars"), and the cost of the meals to be deducted from the balance. When the Dining Dollars get low, additional funds should be added to avoid a negative balance status. Funds can be prepaid to the account by either sending into school (1) cash, (2) a check made payable to Easton/Redding School Lunch Program, or (3) by using the secure online prepayment service through mySchoolBucks.com and pre-paying the account with a credit card, debit card or e-check payment up to a maximum of \$120 per student. This program is designed to be a convenient and secure tool that parents may use to manage their child(ren)'s school meal account(s). In addition to monitoring your student's balance, you will be able to view a personal history report of your child's purchases, and set up an email notification for when the Dining Dollars get low. There is a nominal convenience fee (\$2.49) for each deposit transaction to cover bank charges. Parents making deposits for more than one child will be charged once. Please refer to the registration instructions which may be accessed at www.er9.org and click on "school information" or you may go directly to www.myschoolbucks.com.

If your child's account balance reaches zero, s/he will be permitted to charge up to 3 additional meals or until the balance reaches -\$10.00. At this point, the parent/guardian will be contacted for payment. The student will receive a sandwich lunch (sandwich, fruit and milk) in place of the regular/hot lunch. This meal maintains the USDA standards surrounding reimbursable meals and will be charged at full price to the student's account. Students will have to pay cash for meals, snacks and a-la-carte items until the Dining Dollars are replenished. Snacks, water, juice or ice cream cannot be charged if there are insufficient funds in the account. For further information, visit the ER9 website or our school website. Effective with school year 2017-18, the Connecticut State Department of Education requires that the household pays all delinquent student debts no later than June 30, to ensure that students' accounts are closed. Any delinquent debts that have not been recovered by June 30, will be considered bad debt. Negative balances cannot be carried over to the next school year. Student meal accounts must be at a zero balance for the next school year.

CONTESTS/ACTIVITIES

Student involvement in contests and activities not sponsored by Regional District #9 is governed nationally by the National Committee on Contests and Activities of the National Association of Secondary School Principals (NASSP) and locally by the Connecticut Association of Schools (CAS) and Student Activities Board of Control (SABC). Participation in any program not approved by either the NASSP or SABC is not encouraged.

SURVEY OF STUDENTS

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort will be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, students, teachers, other staff members, and the Board of Education may use surveys for many purposes. Such purposes may include the need for student services, school climate, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or units. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

No student may, without parental consent, take part in any survey, analysis, or evaluation that reveals information covering political affiliations, potentially embarrassing psychological issues, sexual behavior or attitudes, critical appraisals of family members, legally privileged relationships, or income.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education, or designee.

Please refer to Joel Barlow's website (www.joelbarlowps.org) for Board of Education Policy #6162.51, Surveys of Students (Student Privacy).

GIFTS

Gifts between students and teachers are discouraged according to the Board of Education [Policy #1313](#), Communications.

FUNDRAISING

It is the policy of the Board of Education that there will be no fundraising activities conducted by clubs, teams, or other organizations at Joel Barlow High School that involve selling any product(s) through community solicitations.

In view of this general policy, therefore, organizations conducting a fundraising activity may sell products only on the campus of the high school or, in the case of soliciting ads by phone contact with an ad sponsor.

The guidelines for fundraising are as follows:

- Fundraisers involving the sale of food items must adhere to State of Connecticut guidelines available in the student activities office.
- Any organization wishing to conduct such an activity must first obtain approval from administration.
- Fundraising/Event Application forms may be obtained from the student activities office, and the completed application should be submitted for authorization one month prior to the desired starting date.
- All sales are to be monitored strictly with a daily reconciliation of the numbers of items sold and the cash received, and all monies are to be turned in to the main office for deposit in the organization's account daily. This is the responsibility of the organization's president, captain, group treasurer, or the organization's advisor.

COMPARABILITY OF SERVICES

It is the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools.

STUDENT VISITORS

Any student who wishes to bring a student visitor to school must make arrangements with an assistant principal prior to the day of the visit. A student visitor must not be on suspension from his/her school nor can his/her school be in session. Student visitations are not allowed during exam periods.

Students who are visiting as guests of Joel Barlow High School students must complete the visitor request form available on the website (joelbarlowps.org). The signed form must be turned in to the main office for administrative approval.

Once approved, the student and visitor must report to the main office before 7:30 a.m. to obtain a pass, and the visitor must remain with the student for the full school day.

Students who are visiting the school with the intention of shadowing a student for a day should make arrangements with the Director of School Counseling. Approved students should report to the counseling office on the date of the visit.

OTHER VISITORS

All visitors to the building must report to the security desk upon entry, present photo identification, state purpose of visit, and receive a visitor's pass before proceeding to her/his destination.

Those wishing to drop off something for their child should report to the security desk.

PARENT OBSERVATION OF CLASSROOM INSTRUCTION

In order to assure security, to avoid disruption of the educational process, and to protect student confidentialities, Joel Barlow High School discourages visits to classrooms.

The Barlow community orients parents through many means such as Open House Night, PTSA meetings, curriculum material, and school and district websites.

Upon request, special parent meetings may be scheduled throughout the school year.

"WHO'S WHO" ORGANIZATIONS

Each year various organizations send out literature to students indicating that they have been chosen for academic or athletic recognition and that their names will be placed in a printed volume which is available for purchase. All such "Who's Who," distinguished student, or outstanding achievement award organizations are not approved by Joel Barlow High School, the Connecticut Association of Secondary Schools, Student Activities Board of Control, or the Committee on National Contests or Activities of the National Association of Secondary School Principals. The organizations making the offerings are operating on a profit motive and seek to exploit the achievements of students.

JOEL BARLOW ALMA MATER

Hail, oh Hail
To our Barlow Alma Mater
Hail, oh Hail
And may her sons all do her honor
Hail her girls
And keep her loyal spirits bright
We'll fight for the right
Of the Alma Mater
Hail Joel Barlow High.

SCHOOL COLORS

Black and Gold

SCHOOL MASCOT

Falcon



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MISSION STATEMENT

We, the community of Joel Barlow High School, believe in a rigorous, dynamic education that respects the diversity of student abilities and interests. Committed to an open and active exchange of ideas, we promote values, knowledge, and skills that foster personal integrity, intellectual curiosity, individual well-being, and civic responsibility.

GUIDING PRINCIPLE

"Education is not the filling of a pail, but the lighting of a fire."

William Butler Yeats

The measure of an education, that which will sustain learners beyond Joel Barlow High School, is the vital exchange between educators and students. We hold to the tenets of that exchange: the stimulation of the intellect, the cultivation of inquiry, the fostering of thoughtful behavior, the enhancement of a sense of wonder, the quest for truth. The essential nature of the classroom is more than the transfer of content. It is an invitation for all students to develop the promise of their inherent talents. The informing metaphor of our school community is *learning-as-discovery* with the expectation that, by using their minds well, students will have opportunities to appreciate the triumphs, the frustrations, and the incongruities of the human spirit.