

LITCHFIELD INTERMEDIATE SCHOOL



HANDBOOK

35 PLUMB HILL ROAD
LITCHFIELD, CONNECTICUT 06759
(860) 567-7520

Principal's Message

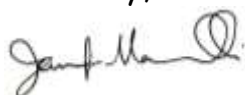
Dear Parents and Guardians:

Welcome to the 2008 - 2009 school year! I look forward to our partnership in providing the highest quality education for our students. Our faculty and staff anxiously await the arrival of our students.

At LIS, we are committed to providing an exemplary and dynamic education for our students in an environment which is nurturing and supportive. This year, we will continue to develop our interdisciplinary approach to instruction, pairing language arts with social studies, math with science, to ensure acquisition and mastery of literacy and numeracy skills. We believe this preparation will serve our students optimally as they progress throughout their education.

We welcome your input and communication as we join our efforts in making this school year enriching and exciting for our students. Please call, email, or visit the school if you have any questions. More information about our school is available at our district website, www.litchfieldschools.org.

Sincerely,



Jennifer Marinelli

Litchfield Intermediate School Staff 2008-2009

Principal

Jennifer Marinelli

Lead Teacher

John Salvestrini

Guidance Counselor

Rachel Caporuscio

Nurse/Health Teacher

JoAnne McCormick

Secretaries

Colleen Rodger, Sherri Irwin

Grade 4

Melissa Brutting
Kirsten D'Amore-Jenks
Tara Kraut
Lisa Ljungquist

Grade 5

Gary Abel
Alison O'Leary
Julie Rooney
Chris Stupak

Grade 6

Shelly Hill
Jason Kahn
Chris Kotsaftis
John Salvestrini

Art

Marilyn Guerrera

Chef-in-Residence

Jill Nicolson

Chorus

Jim Tornatore

Information Technology Specialist

Bob Rice

Instructional Assistants

Jennifer Baldwin, Connie Gillman, Carol Dake,
Mary McDevitt, Barbara Sanford

Intern

Kristen Gelormino

Language Arts/Social Studies

Coordinator (4-6)

Katie Sullivan-Frome

Library Media Specialist

Debra Benedict

Math Coordinator (K-6)

Lori Shuhi

Music/Instrumental

Daniel Porri

Occupational Therapists

Lisa Martin, Gloria McSaveny

Physical Education

Andy Parker

Physical Therapist

Laurie Piwonski

School Psychologist

Mary Lou Hunchak

Science Coordinator (4-6)

Melissa Brutting

Social Worker (K-12)

Lisa Heuschkel

Spanish

Sarah Urso

Special Education

Laurie Behmke, Jessica DeLucia

Speech/Language Pathologist

Betsey Lynn

Supplemental Skills – Mathematics

Lori Shuhi, Ellen Koser

Custodians

Kevin Brennan, Tim Wilcox, Nancy Light

PREFACE

This booklet is written for our students and their parents. It contains required and useful school information. Both students and parents need to be familiar with its contents, which are intended to promote school safety and an atmosphere conducive for learning. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy, which affect portions of this handbook, will be made available to students and parents through newsletters, web pages, and other communications.

OUR MISSION

The mission of the Litchfield Intermediate School community is to provide an education that leads students to a full and productive life. Our goal is to offer a safe learning environment in which all students develop to his or her full potential. We work to promote an atmosphere of collaboration, cooperation and open communication among students, staff, parents, and community. We strive, through encouragement and guidance, to have students become productive members of a diverse and changing society.

OUR GOALS

As an educational community, we strive to provide a comprehensive educational program which:

- Implements a challenging, developmentally appropriate curriculum
- Supplies the resources and materials which support the curriculum
- Recognizes the individual needs of students
- Ensures the cognitive and emotional growth of students
- Promotes wellness among students and staff
- Encourages the development of a strong self-image and respect for a culturally diverse society
- Fosters critical and creative thinking designed to promote students' problem solving skills
- Involves staff, family members, and community resources in the educational process
- Affords the opportunity for professional growth

PARENT RESPONSIBILITIES

At Litchfield Intermediate School we recognize that a child's education is a responsibility shared by the school and the family. Successful parental involvement should include the following components:

- Have your child at school on time.
- Insure that your child is well rested and prepared for the school day.
- Ask to see your child's school assignments/assignment planner on a regular basis.

STUDENT RESPONSIBILITIES

Students at the intermediate or upper elementary level are expected to be accountable for their actions, behavior, and preparedness. Successful Intermediate School students exhibit the following traits:

- Be respectful of others and their belongings.
- Give your best effort every day.
- Be prepared for each class with appropriate materials and assignments.
- Be dressed appropriately.

SCHOOL RESPONSIBILITIES

The Litchfield Intermediate School is a part of the Litchfield Public Schools and is bound to abide by all Board policies and Connecticut Department of Education guidelines. The school will provide the following:

- A challenging curriculum that is suited to the age and ability levels of the students in accordance with Connecticut State Frameworks and Guidelines.
- A safe environment conducive to student learning.
- Highly qualified, experienced teachers.
- Regular communication between school and home.

ART CLASS

In art class students learn and apply art concepts and skills that are age appropriate. Through the study of art history, students gain an appreciation for cultures and their impact on society. Interdisciplinary art lessons integrate the core subjects such as math, social studies, and science. Art lessons are linked to the art curriculum and state standards. Art allows students to express themselves while utilizing higher order thinking skills.

ATTENDANCE (BOE #5113)

At Litchfield Intermediate School we believe that consistent attendance at school correlates directly with student success. Both the Litchfield Board of Education and the Connecticut State Department of Education require that we monitor absenteeism and report excessive absences to them. We encourage parent assistance in reinforcing the importance of punctual and regular attendance.

When a parent determines that an absence is necessary, parents are requested to contact the school between 7:30 A.M. and 8:30 A.M. on the day of the absence by telephoning the school at 567-7520. If it is not possible to telephone the school on the day of absence, the parent is requested to send a written excuse to the school on the date of the student's return. The student should submit the excuse directly to the office or to their homeroom teacher.

A student may not participate in school activities of any nature on the day he/she is absent.

Excused Absence (BOE #5113): Students receive an excused absence when they are absent from school for the following reasons:

1. Illness or injury of the student.
2. Funeral in the immediate family.
3. Religious holidays.
4. Court appearance/probation appointments.
5. Approved school activities.
6. Suspension or expulsion.
7. Limited absences from school for special activities with parental consent, subject to the approval of the principal.

Unexcused Absence: Unexcused absences are those which do not fall under any of the excused absences.

Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are asked to keep accurate attendance records and compare them to report cards. Parents are also encouraged to contact the school office to get help in verifying attendance and attendance records at any time during the year.

Truancy (BOE #5113.2): A student with four (4) unexcused absences in one month or ten (10) unexcused absences in a school year is considered truant. Parents will receive a letter from the school regarding truancy when 4 unexcused absences in one month or 10 unexcused absences occur in a school year.

Parents have the responsibility to assist school officials in remedying and preventing truancy. The Superintendent of Schools may file a written complaint with Superior Court Juvenile Matters to help resolve severe truancy matters.

Make-up work: It is the student's responsibility to ask for and complete make-up work in a timely manner. Parents of absent students may contact their child's teacher in order to make arrangements for the collection of homework assignments during the student's absence. Students have two days for every one day missed to make up work.

Vacation While School is in Session: Parents who are taking their child on vacation while school is in session are reminded that their child will not be exposed to classroom instruction and may fall behind in school assignments. Students planning vacation leave during the school year will be expected to make up their work upon their return.

BAND

Band provides an opportunity for students interested in musical instruments to perform with a group, creating a feeling of accomplishment for its participants while providing musical entertainment for others. Band, like all music, is an opportunity for students to express themselves. It is a unique course because students and their teacher create and present a product together. It is also an activity that teaches self-discipline and dedication. Full band groups meet during

Academic Enrichment periods. Small section lessons occur on a rotational pull-out basis. Students in Band are expected to have their instrument and music when required, practice their instrument in preparation for lessons and rehearsals, attend all rehearsals and concerts, and attend a lesson once each week.

Jazz Band: Participants are determined by audition. The Jazz Band studies and performs appropriate jazz literature from the 30's to the present. Students who wish to play saxophone, trumpet, trombone, or drums in the Jazz Band must be current members of the LIS Band.

BOARD OF EDUCATION (BOE #1120, #9000)

Board members are unpaid elected public officials with the responsibility for governance of the school district. The current members of the Litchfield Board of Education are:

Chairperson:	James Katzin
Vice-Chairperson:	Frank Gorman
Secretary:	Christine Reardon
Members:	Gail Carr, Elizabeth Fabbri, Donald Falcetti, John Noone, Frank Simone, and Wayne Shuhi.

Meeting times and locations are posted at the superintendent's office and on the district website. Parents, students and other community members are welcome to attend the public meetings.

BULLYING (BOE #5131.2)

Bullying Behavior In The Schools

In accordance with state law, it is the policy of the Litchfield Board of Education that any form of bullying behavior, whether in the classroom, on school property or at school-sponsored events, is expressly forbidden.

To implement this policy, the Board of Education directs the Superintendent to develop and adopt regulations no later than February 1, 2003, to address the existence of bullying in the schools. As provided by statute, such regulations shall: (1) enable students to anonymously report acts of bullying to teachers and

school administrators, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators, (4) require school administrators to investigate any written reports filed pursuant to subdivision (2) and to review any anonymous reports, (5) include an intervention strategy for school staff to deal with bullying, (6) provide for the inclusion of language in student codes of conduct concerning bullying, (7) require school administrators to notify both the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, and (8) require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. The notification required pursuant to subdivision (7) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

For purposes of this policy, "**Bullying**" shall mean any overt acts by a student or group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are repeated against the same student over time.

For purposes of this policy, "**School-Sponsored Activity**" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

Legal References:

Public Act No. 02-119

Connecticut General Statutes Sections 10-233a through 10-233f

First Reading: December 10, 2002
Second Reading: January 14, 2003
Final Reading: January 28, 2003
Policy Adopted: January 28, 2003

Bullying behavior is defined as any overt acts by a student or group of students directed against another student with the intent to ridicule, humiliate or intimidate while on school grounds or at a school sponsored activity, which acts are repeated against the same student over time. Such behavior will result in disciplinary action.

CAFETERIA

Students at LIS may sit at any table at lunch. There is one table designated "nut-free" for students who have nut allergies. Any student may sit at the "nut-free" table if they do not have nut products in their lunch.

The District participates in the National School Lunch Program and offers to students nutritionally balanced lunches daily. Free and reduced price lunches are available based on financial need. Information on this program can be obtained from the school office or from the school nurse.

CHORUS

The chorus program provides an opportunity for members to develop their musical talent and an appreciation of music. Music that is appropriate for the age level is chosen for practice and performance. Students participating in chorus are expected to attend all rehearsals. Students in chorus are expected to keep up with their other classes so that they can participate fully in the choral program. Chorus is a year-long commitment.

CLASS PLACEMENT

Every effort is made to place students with teachers where a positive student-teacher relationship will be established. Among the issues considered in the making of the groups are learning styles, special service needs, girl/boy ratio, reading partnership compatibility, personalities and friendships. The final decision for placement rests with the principal.

DISCIPLINE:

STUDENTS BOE #5114.1(a)

Suspension and Expulsion/Due Process

Suspension

An authorized member of the administrative staff may suspend a student from school privileges or transportation services when the student's conduct:

1. on the school grounds or at a school-sponsored activity is in violation of the Board's publicized policy or is seriously disruptive of the educational process or endangers persons or property.
2. off school grounds has violated a publicized policy of the Board and is seriously disruptive of the educational process.

For any one incident, a student shall not be suspended for more than ten (10) consecutive school days. No student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless the student is granted a formal hearing as specified in C.G.S. 4-176e - 4-180a.

Students may not be suspended without an informal hearing before the building Principal or the Principal's designee unless the Principal determines that an emergency situation exists.

A suspended student must be given an opportunity to complete any classwork, including examinations, which were missed during the suspension.

At the discretion of the Principal, in-school suspensions (not to exceed five consecutive days) may be given when deemed appropriate no more than fifteen (15) times or a total of fifty days in one school year, whichever results in fewer days of exclusion.

Unless an emergency exists, no student shall be suspended without an informal hearing by the administration. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

A suspension shall not extend past the end of the school year.

A suspension shall be included in the student's cumulative educational record. Such notice shall be expunged from the cumulative record by the Board if the student (1) graduates from high school or (2) is not expelled or suspended again during the two-year period commencing on the date of his/her return to school from the suspension.

Expulsion

Mandatory Expulsions

The Board of Education or an impartial hearing board must expel a student whenever there is reason to believe that a pupil:

1. on school grounds or at a school-sponsored activity was in possession of a firearm, as defined in federal law (18 U.S.C. Subsection 921), as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in state law, as amended from time to time; or
2. off school grounds, did possess such firearm in violation of C.G.S. section 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime under chapter 952; or
3. on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. section 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administering is subject to criminal penalties under C.G.S. sections 21a-277 and 21a-278.

A student must be expelled for one calendar year if the Board or the impartial hearing board finds that the pupil did so possess and use, as appropriate, such a firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.

The Board, subcommittee of the Board, or an impartial hearing panel may modify the term of a mandatory one year expulsion on a case by case basis.

Permissive Expulsions

The Board of Education or an impartial hearing board may expel a student whenever there is reason to believe that a pupil:

1. on school grounds or at a school sponsored activity violated a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property; or
2. off school grounds violated a publicized policy of the Board and is seriously disruptive of the educational process.

In making a determination as to whether conduct is seriously disruptive of the educational process, the administration may consider, but such consideration shall not be limited to: 1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) the unlawful use of a weapon, as defined in C.G.S. Section 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

1. Conduct that may be grounds for expulsion if occurring on school property, school transportation vehicles or at any school-sponsored activity include, but is not limited to:
 - A. Willfully striking or assaulting a student or any member of the school staff or contracted services provider.
 - B. Theft.
 - C. The use of obscene or profane language or gestures to a member of the school staff.
 - D. Deliberate refusal to obey a member of the school staff.
 - E. Blackmailing, threatening or intimidating school staff or another student.
 - F. Willful destruction of school property of staff members or other students.
 - G. Creating a disturbance in the classroom.

- H. Participating in walkouts from, or sit-ins within, a classroom or school building.
- I. Possession of drug paraphernalia.
- J. Unauthorized use or misuse of computers or other technological equipment.
- K. Sexual harassment, harassment and hazing.
- L. Gambling
- M. Throwing snowballs, rocks, sticks, food, etc.
- N. Any violation of school policies or rules.

Any student who engages in any of the aforementioned acts shall be subject to discipline, up to and including expulsion. The above-noted list is not exhaustive and students may be disciplined, up to and including expulsion, for other forms of misconduct.

2. Conduct that may be grounds for expulsion if occurring off of school property or outside of school activities includes, but is not limited to:

- A. Conduct leading to a Class A misdemeanor felony arrest if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
- B. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
- C. To the extent that it is applicable, any of the conduct listed in the above section that may be grounds for expulsion if occurring on school property, school transportation vehicles or at any school-sponsored activity, may also be grounds for expulsion if occurring off of school property or outside school activities.

Any student who engages in any of the aforementioned acts shall be subject to discipline, up to and including expulsion. The above-noted list is not exhaustive and students may be disciplined, up to and including expulsion, for other forms of misconduct.

3. A special education student's handicapping conditions shall be considered before making a decision to expel. An Individualized Education Plan (IEP) meeting must be held to determine whether the behavior or student actions are in violation of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

4. Any special education student found to have carried a firearm, deadly weapon or dangerous instrument on school property or at a school-sponsored activity or offering for sale or distribution on school property or at a school-sponsored activity a controlled substance, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties will be referred to IEP for modification of individualized education plan or in order to prevent reoccurrence of such behavior and to ensure the safety of other children in the school.

If an IEP determines that the special education student's inappropriate behavior or actions are deemed not to be the result of the student's handicapping condition; suspension or expulsion procedures shall be conducted in accordance with provisions of this policy for non-special education students. If the special education pupil is expelled, he/she must be offered an alternative educational opportunity consistent with his/her needs during the period of expulsion.

5. A. Any student under sixteen who is expelled shall be offered an alternative educational opportunity during the period of expulsion according to the terms of the law. Any student between the ages of sixteen and eighteen not previously expelled and who wishes to continue his/her education shall be offered an alternative educational opportunity if he/she complies with conditions established by the Board, unless such student has been expelled for conduct endangering persons which included (1) possession of a firearm, as defined in federal law, as amended from time to time, or a deadly weapon, dangerous instrument or martial arts weapon, as defined by state law, as amended from time to

time, as defined in *C.G.S.* section 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, or offering, or administering is subject to criminal penalties under *Connecticut General Statutes Sections 21a-277 and 21a-278.*

- B. If a pupil is expelled for possession of a firearm or deadly weapon the Board of Education shall report the violation to the local police department or in the case of a student enrolled in a regional vocational-technical school to the state police. If a pupil is expelled pursuant to this section for the sale or distribution of such a controlled substance, the Board of Education shall refer the pupil to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. Whenever a local or regional Board of Education notifies a pupil between the ages of sixteen and eighteen or the parents or guardian of such pupil that an expulsion hearing will be held, the notification shall include a statement that the Board of Education is not required to offer an alternative educational opportunity to any pupil who is found to have engaged in the conduct described in this subsection.
6. In determining the length of an expulsion, if applicable, and the nature of the alternative educational opportunity, if applicable, the Board or the impartial hearing board may receive and consider evidence of past disciplinary problems which have led to the pupil's removal from a classroom, suspension or expulsion.
7. A period of expulsion may extend into the next school year.
8. A student may be expelled before the formal hearing provided that an emergency exists, but in this case the hearing shall be held as soon after the expulsion as possible.
9. The notice of formal hearing required by *C.G.S.* 4-177 shall be given to the parents or guardians of the student and to the student if the student is a minor.

10. An expelled pupil may apply for early readmission to school. Except as provided in this subsection, such readmission shall be at the discretion of the Board. The Board may delegate authority for readmission decisions to the Superintendent of Schools for the school district. If the Board delegates such authority, readmission shall be at the discretion of the Superintendent. Readmission shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

11. If a person who is at least seven years of age but less than twenty-one (21) years of age and enrolled as a student is arrested, either during the school year or when school is not in session, for a violation of Connecticut General Statutes Section 530-206c, i.e., the sale, carrying and brandishing a firearm or facsimile of a firearm (a Class A or B misdemeanor or a felony), the municipal or state police department/officer that made such arrest shall, not later than the end of the next weekday following such arrest or the next school day if the arrest occurred during the school year, orally notify the Superintendent of Schools in the district where the person resides of the identity of such person and the offense or offenses for which he/she was arrested. Moreover, the arresting officer shall, within 72 hours of such arrest, provide written notification of such arrest, containing a brief description of the incident.

The Superintendent shall maintain the report in a secure location and only inform the Principal or supervisory agent of the school where the person is a student as required by Connecticut General Statutes Sections 10-233h and 46b-124. The Superintendent or the parents of the arrested pupil may request the arresting officer's presence if an expulsion hearing is held pursuant to an arrest. Further, if the police officer is called as a witness at the hearing, the police officer may provide oral testimony, reports and any other information on the arrest.

Suspension and Expulsion/Due Process

Under provisions of C.G.S. 10-233d, a student may be expelled at a meeting at which three or more members of the Board are present provided that at least a majority of those present at the expulsion hearing vote for expulsion, and provided that at least three affirmative votes for expulsion are cast.

Annual Notification

Students and parents or guardians shall be notified of this policy annually.

Policy Adopted: July 8, 1986

Policy Revised: January 26, 1999

DRESS GUIDELINES

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law. Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., unclean, malodorous, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited. Students who are dressed inappropriately will be asked to call home for a change of clothing.

EARLY DISMISSAL FROM SCHOOL

In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student will be honored only if the caller can be positively identified as the student's parent or guardian. Only those individuals listed on the student's emergency form may pick up the student from school.

ELECTRONIC DEVICES AND GAMES

Students are not permitted to possess cell phones, I-pods, or electronic or battery operated devices or games at school, unless prior permission has been obtained from the principal. Without such permission, the items may be collected by teachers and turned into the principal. The principal will determine whether to return the item at the end of the day to be taken home by the student or whether the parent will be contacted to pick up the item. Students who choose to ignore this rule and bring electronic devices to school risk having them lost or stolen.

EMERGENCY SCHOOL CLOSING INFORMATION

In the event school is closed because of bad weather or another emergency, announcements will be made on radio stations WZBG (97.3 FM). Emergency closings will also be posted on Cable 5, and local NBC, ABC, and CBS affiliates.

FIELDTRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any student whose behavior is considered detrimental to the well-being of other students may be excluded from participation by the principal. While on a trip, all students are considered to be "in" school. This means that conduct and dress guidelines will be appropriate for the field trip activity.

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. A crisis response drill may be substituted for one of the required monthly school fire drills every three months. The signal for a fire drill is a constant blast on a special horn. When the alarm sounds, students are to move along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given.

GENERAL MUSIC CLASSES

The LIS General Music Curriculum follows the National Standards. Composing and improvising provide students with a unique insight into the form and structure of music and at the same time help develop their creativity. Broad experience with a variety of music helps students to make informed musical judgments.

GRADING SYSTEM

LIS is on a trimester schedule. A "trimester" is approximately 60 school days or twelve weeks. Report cards are issued to students three (3) times a year. Report cards are sent home with students from their homeroom teachers. Report cards must be signed by the parents and returned to the school within three (3) school days.

GUIDANCE AND COUNSELING

Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the social worker and guidance counselor include helping students function more successfully within the school environment. Individual counseling or group sessions are opportunities to talk with someone about things that are important to students. These opportunities to talk may be personal, social, or educational.

GUIDANCE CLASS

The Developmental Guidance Program at Litchfield Intermediate School is an integral part of each student's educational environment. The program is comprehensive and is designed to meet the developmental needs of all students. It includes sequential activities implemented by a certified counselor with the support of the administrator, teachers, parents, and students. The program addresses the needs of each student's personal, social, academic and career development needs. These needs are met through the use of a guidance curriculum, individual planning, responsive services, and program management.

HEALTH CLASS

The students in Grades 4, 5, and 6 are assisted in utilizing core information to analyze and evaluate health issues, information and resources in order to become a healthy and responsible citizen. Students are provided with a foundation of information to encourage them to choose health-enhancing behaviors.

The 4th Grade Health Curriculum begins with a review of cells. From cells, further study of the muscles, bones and the nervous system of the body evolve. The digestive system then is reviewed with a focus on the body as a whole. Throughout the year, the immune system and how to stay healthy is discussed. Nutrition and fitness are threads of the Health curriculum throughout the year. Body changes for girls are reviewed in the spring with female students only.

In Grade 5, nutrition continues to be a focus along with fitness and exercise. The respiratory and the circulatory systems are concentrated on individually and as they interrelate. Diseases are discussed in an informational and preventative framework. Maturation is discussed with girls and boys separately.

In Grade 6, nutrition, fitness, and exercise are highlighted. Substance abuse information is covered. Alcohol, tobacco, inhalants, marijuana and other drugs are discussed. Information is presented, influences are analyzed along with interpersonal communication and decision making within the focus of long-term goal setting and individual lifelong health. Diseases and their prevention are reviewed. Wellness is viewed from the physical, emotional, and mental focus. Maturation is discussed with girls and boys separately.

INTERNET SAFETY POLICY (BOE #5131.4, #6177)

Administrative Regulation #5131.4(a)

Student Use of the District's Computer Systems and Internet Safety

Introduction

We are pleased to offer students access to the district's computers and computer networks, including access to electronic mail (e-mail) and the Internet (which will be referred to collectively as "computer systems".) Access to the school's computer systems will enable students to explore libraries, databases, and bulletin boards while exchanging messages with others. Such access is provided solely for education-related purposes. Use of the district's computer systems will be allowed only for students who act in a considerate and responsible manner in using such systems.

The Board of Education and the Administration believe in the educational value of such computer systems and recognize their potential to support our curriculum by expanding resources available for staff and student use. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication.

These computer systems are expensive to purchase, install and maintain. As the property of the district these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, *access to the computer systems is a privilege, and not a right.* Students will be required to adhere to a set of policies and procedures, as set forth in detail below. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

Definitions (As described in federal regulations. See "Legal References".)

Obscene - means any material or performance if, a) taken as a whole, it predominantly appeals to the prurient interest, b) it depicts or describes in a patently offensive way a prohibited sex act and c) taken as a whole, does not have serious literary, artistic, political or scientific value. For the purposes of this section, "prohibited sex act" means erotic fondling, nude performance, sexual excitement, sado-masochistic abuse, masturbation or sexual intercourse.

Child pornography -means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where -

- (a) the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
- (b) such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;
- (c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Harmful to minors - any picture, image, graphic image file, or other visual depiction that:

- (a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- (b) depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Monitoring

Students are responsible for good behavior on school computer systems just as they are in a classroom or a school hallway. Communications on the computer

systems are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with district standards and will act in a responsible and legal manner, at all times in accordance with district standards, as well as with state and federal laws.

It is important that students and parents understand that the district, *as the owner of the computer systems, reserves the right to monitor and review* the use of these computer systems. The district intends to monitor and review as needed to ensure that the systems are being used for district-related educational purposes.

As part of the monitoring and reviewing process, the district will retain the capacity to bypass any individual password of a student or other user. *The system's security aspects, such as personal passwords and the message delete function for e-mail, can be bypassed for these purposes.* The district's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes oversight of Internet site access and of document downloading and printing.

Therefore, all users must be aware that *they should not have any expectation of personal privacy in the use of these computer systems.*

Student Conduct

Students are permitted to use the district's computer systems for legitimate educational purposes. Personal use of district computer systems is expressly prohibited. Conduct which constitutes inappropriate use includes, but is not limited to the following:

- ◆ Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- ◆ Gaining or seeking to gain unauthorized access to computer systems;
- ◆ Damaging computers, computer files, computer systems or computer networks;

- ◆ Downloading or modifying computer software of the district in violation of the district's licensure agreement(s) and/or without authorization from a teacher or administrator;
- ◆ Using another person's password under any circumstances;
- ◆ Trespassing in or tampering with any other person's folders, work or files;
- ◆ Sending any message that breaches the district's confidentiality requirements, or the confidentiality of students;
- ◆ Sending any copyrighted material over the system;
- ◆ Using computer systems for any personal purpose, or in a manner that interferes with the district's educational programs;
- ◆ Accessing or attempting to access any material that is obscene, contains child pornography, or is harmful to minors, as defined above;
- ◆ Transmitting or receiving e-mail communications or accessing information on the Internet for non-educational purposes.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law, by Board policy or by school rules or regulations, use of these computer systems for the purpose of carrying out such behavior or activity is also prohibited.

Misuse of the computer systems, or violations of these policies, may result in loss of access to such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct.

Anyone who is aware of problems with, or misuse of these computer systems, or has a question regarding the proper use of these computer systems, should report this to his or her teacher or principal immediately. Most importantly, the Board and the Administration urge *any* student who receives *any* harassing,

threatening, intimidating or other improper message through the computer system to report this immediately. It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. *Please report these events!*

Internet Safety

The Administration will take measures: to assure the safety and security of students when using e-mail, chat rooms, and other forms of direct electronic communications; to prohibit unauthorized access, including "hacking" and other unlawful activities by minors online; to prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and to restrict students' access to online materials harmful to minors, including obscene materials and child pornography.

Legal References:

Children's Internet Protection Act (Public Law 106-554)
Conn. Gen. Stat. § 53a-182b; 53a-183; 53a-250
Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520
No Child Left Behind Act of 2001 (Pub. L. 107-110), to be codified at 20 U.S.C. § 6777
18 U.S.C. § 2256 (definition of child pornography)
Miller v. California, 413 U.S. 15 (1973) (definition of obscene)
Conn. Gen. Stat. § 53a-193 (definition of obscene)

Implementation:

This regulation is effective: February 11, 2003

LIBRARY/MEDIA CENTER

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. The mission is accomplished:

- By providing intellectual and physical access to materials in all formats;

- By providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas;
- By working with other educators to design learning strategies to meet the needs of individual students.

Students are invited to use the books, periodicals, newspapers, and other materials located in the library. Students are responsible for any material they check out.

LOCKERS (BOE #5145.12)

Each student is assigned a locker. They should be kept in good order and not abused. Sixth grade students are allowed to put school-issued locks on the lockers. Valuables should not be kept in a school locker.

LOST AND FOUND

Any articles which are found in the school or on school grounds should be turned in to the Lost and Found. Unclaimed articles will be given to charity over the winter break and again at the end of the school year.

NURSE

Our school nurse is on staff to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Vision screening is performed on students in grades 4, 5 and 6. Hearing screening is done on students in grades 5 and 6. Scoliosis screening is done on students in grades 5 and 6.

When students visit the nurse and are ill or injured, parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. Mrs. McCormick, our school nurse, is available to parents and students for conferences regarding health issues.

Administration of Medication: Parents of students requiring prescribed or over-the-counter medication during school should contact Mrs. McCormick. Special forms are required to permit the administration of medicine in school. They are available from the nurse's office. All medication must be in original container with proper labels and delivered to the nurse's clinic by a parent.

A diabetic student may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of the student to conduct self testing. Such self testing will be done in the nurse's office in her presence.

Communicable/Infectious Diseases: Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Emergency Medical Treatment: Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency. Updates throughout the year are encouraged as contact numbers change at home and work.

Health Assessment Requirements: All students must have a complete medical evaluation and completion of the State of Connecticut Health Assessment Record Sheet by parent and physician/P.A./APRN prior to school entry. In addition, students continuing to reside in Litchfield must have additional **medical evaluations in Grades 6 and 10**. The school physician will perform this health assessment if your child qualifies for free or reduced lunch. Please contact the school nurse for more information.

Immunizations: All students must be immunized against certain diseases and must present a written certificate of such. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. There are no new required immunizations in grades 4, 5, or 6. However, there are specific requirements before entry into 7th grade. Students new to Connecticut must comply with all Connecticut immunization standards up to and including requirements at the age of registration.

Notes from the Doctor: It is important that parents notify the office in case of a student's illness. If a student is to be excused or limited for an extended period

from participation in school activities, he/she is required to bring a statement signed by a physician. In the event that an injury requires elevator use, a doctor's note is required. Students who are unable to participate in Physical Education or recess activities are required to bring a physician's note detailing the limitation and the length of restriction.

Physical Disabilities: The school district will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision. Arrangements will be made to accommodate students with disabilities on all off campus events or fieldtrips.

PARENT-TEACHER ORGANIZATION (PTO)

The Litchfield PTO is a vital link between the school, community and the parents it serves. Parents are urged to join and take an active part in the PTO. Meetings and events are publicized in advance. The Litchfield PTO serves both Litchfield Center and Litchfield Intermediate Schools.

PHYSICAL EDUCATION CLASS

The physical education program at Litchfield Intermediate provides students with the fundamentals, knowledge, and basic skills to maintain an active and healthy lifestyle. Students are provided with activities that are age appropriate, such as, fitness, cooperative games, project adventure and an introduction to team sports. These activities not only allow the students to grow physically but also intellectually, socially, and emotionally. Students interact in an environment that demonstrates respect, responsibility, cooperation, teamwork and sportsmanship. Every student has PE class twice during each six day specials rotation.

REPORT CARDS

Report cards are issued to students three times each school year.

SAFETY/ACCIDENT PREVENTION

Student safety on campus and at school related events is a high priority. The cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the school's rules for behavior.
- Remain alert to and promptly report safety hazards.
- Know emergency evacuation routes and signals.
- Follow the instructions of adults who are over seeing the welfare of students.

SCHOOL HOURS

Regular school days at Litchfield Intermediate School begin at 8:25 AM and end at 3:20 PM. On early release days students are dismissed at 1:00. For 2 hour delay openings, school begins at 10:25.

SEXUAL HARASSMENT (BOE #5145.5)

Sexual harassment will not be tolerated among individuals of the Litchfield Public Schools. It is the policy of the Board that any form of sexual harassment is forbidden, whether by students, supervisory or nonsupervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public. At all times the Board will enforce this policy as proscribed under Title IX and other relevant federal and state laws, as amended from time to time.

Definition

There are two forms of sexual harassment, quid pro quo and hostile environment:

- Quid pro quo is defined as a situation whereby anyone causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity. It can also occur when a school employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct.
- Hostile environment harassment occurs when unwelcome, sexually harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program

or activity or creates an intimidating, threatening or abusive educational environment.

Board's Sexual Harassment Complaint Procedure

Any pupil who believes that he or she has been subjected to sexual harassment should report the alleged misconduct to his/her Assistant Principal, Principal and/or the Superintendent of Schools as soon as possible. All complaints will be treated confidentially. No adverse action will be taken against a pupil making a good faith report under this policy.

Thereafter, a prompt investigation will be conducted by an impartial investigator to be assigned by the Assistant Principal, Principal and/or the Superintendent of Schools and/or the Director of Special Services. Such individual will then present relevant findings to the Board of Education for their consideration and action if necessary.

Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Meritor Savings Bank FSB v. Vinson, 477 U.S. 57 (1986).

Connecticut General Statutes:

46a-60 Discriminatory employment practices prohibited.

Constitution of the State of Connecticut, Article I, Section 20.

Policy Adopted: January 12, 1993

Policy Revised: April 6, 1999

EQUITY GRIEVANCE PROCEDURE: LITCHFIELD BOARD OF EDUCATION

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. All proceedings shall be kept as confidential as is appropriate.

Evidence of reprisal against a complainant or witness shall be viewed as an infraction of this policy.

Any individual who wishes to inquire or to register a complaint concerning alleged discrimination in the Litchfield Public Schools shall have an opportunity to bring such concerns to the attention of the Equity Coordinator or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be used by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I - The complainant shall discuss the alleged discriminatory act or practice with the Equity Coordinator or the individual closest to the daily decision-making level. This will normally be a principal, teacher, counselor, department chairperson or head custodian. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

Level II - The complainant shall, within forty calendar days of the alleged incident on forms provided, put the complaint in writing and file it with the Equity Coordinator. Within five working days, a conference must be held. Within five working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five working days, the Equity Coordinator shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Level III - Within ten working days after receipt of such complaint, the Superintendent must hold a hearing and within five working days of the hearing resolve the complaint, negotiate a long-term solution or refer the matter to the Board of Education for hearing and decision.

Level IV - The Board of Education, Superintendent of Schools and the Equity Coordinator shall proceed in accordance with appropriate State Statutes.

Grievance procedures taking precedent over this four level procedure include procedures stated in Litchfield Board of Education policies:

#5145.5 Sexual Harassment (Students)

#4188.11 Nondiscrimination (Permanent Personnel)

4118.112 Sexual Harassment (Permanent Personnel)

EQUITY GRIEVANCE FORM

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of the Equal Employment or Equal Education Policies of the Litchfield Public Schools may discuss and/or file a grievance with the Equity Coordinator of the Litchfield Public Schools. Reporting should take place within forty calendar days of the alleged discrimination.

Equity Coordinator: Gary Zaremski, 35 Plumb Hill Rd., P. O. Box 110,
Litchfield, CT 06759-0110 (Phone: 567-7505)

Name of Presenter/ Complainant

Employee _____ Employment Applicant _____
Student _____ Parent/Guardian _____

Home Address

Phone _____ Date of Claim _____
Date of Incident _____

Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness). Please attach any additional information/documentation as necessary.

Signature of Presenter

Signature of Equity Coordinator

Date Received

Forms are available from Equity Coordinator, Administrators, Guidance Offices and School Media Centers.

SPECIALS

Every student will have Physical Education, Art, General Music, World Language, Health/Guidance and Information Technology during a six-day specials rotation.

SPECIAL SERVICES

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

Referral Process: Any child identified as possibly needing special education and/or related services must first be referred to a Teacher Assistance Team. This team consists of a variety of teachers and staff members who determine the merit of the referral. Should strategies in the classroom suggested by the Teacher Assistance Team be ineffective, the student is then referred to the Supplemental Skills Program. If after a reasonable amount of intervention with the Supplemental Skills staff the student is still struggling a PPT may be requested to discuss the situation with the parents and possible request formal evaluation.

The Parent's Role: Parents who have children served by special education should familiarize themselves with their rights as parents, timelines for evaluation, and the specific goals of their child. The parent is a key member of the PPT committee and their input is valued. While the teachers know the student academically, the parents know the whole child. A combined effort between the school and the parents results in the best outcome for the student.

The Parent's Rights: Section 504 Of The Rehabilitation Act Of 1973
(Appendix J 2006 CASE)

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
2. Have the school district advise you of your rights under federal law;

3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with nondisabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided nondisabled students;
6. Have your child receive an individualized evaluation and receive specialized education services if s/he is found to be eligible under Section 504 of the Rehabilitation Act.
7. Have evaluation, educational and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
8. Have transportation provided to and from an alternative placement setting determined by the school district at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records;
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy or other rights of your child. If the school district refuses this

request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing;

13. File a grievance; contact Gary Zaremski (860-567-7505) for the local equity grievance procedures/form.

14. Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the district. Hearing requests must be made to Gary Zaremski at 860-567-7505. This is the person in the district who is responsible for assuring the district complies with Section 504 requirement.

Information Regarding Section 504 of the Rehabilitation Act of 1973 (Appendix D 2006 CASE)

Section 504 is a federal law that prohibits discrimination against individuals with a disability in any program receiving federal assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Litchfield school district recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students and their parents. No discrimination against any person solely due to his/her disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child has a current disability and is

termed to be eligible under Section 504, to afford access to appropriate educational programs.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has the right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records. This Act gives the parent/guardian or eligible student the right to: 1) inspect and review the child's educational records; 2) make copies of these records; 3) receive a list of all persons having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is misleading, inaccurate, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

If there are any questions, please feel free to contact Gary Zaremski, the Section 504 Coordinator for the school district, at 860-567-7505.

STUDENT RECORDS

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

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

TARDINESS

Students who are not in their homeroom by 8:30 A.M. are considered tardy and must report directly to the office. A student who is repeatedly tardy will be considered truant. Students will be subject to disciplinary action if the principal determines that tardiness is excessive. Parents who continually bring their children to school late are subject to action from the Connecticut State

Department of Children and Families Services or to the courts. Bus transportation is available to every student.

Excused and Unexcused Tardies: Excused tardies include documented doctors' and dentists' appointments. The car not starting, family disorganization or the parent taking the blame will not be excused. Students riding school buses to school are always excused if the bus arrives late because students are considered "at school" when they board the bus. Students who are at school on time and are still late to class due to loitering in the halls are unexcused.

Tardy Policy: Parents are made aware of their child's tardiness at the third unexcused tardy. Any student who receives more than three unexcused tardies will receive a lunch or after school detention for each tardy beyond three. The school provides transportation to all students who have not had their bus privileges revoked due to poor bus behavior (see "transportation"). Any parent who has difficulty bringing their child to school on time is encouraged to take advantage of school transportation.

TELEPHONE USE

Students are allowed to use the phone in the office with permission from the principal or office staff. The student must first ask permission and give a rationale for the call. Students may not use the phone to make after school arrangements with friends. The use of cell phones is prohibited at school.

TESTING

All students in grades 3 - 8 will participate in the Connecticut Mastery Test (CMT). The CMT consists of tests in Reading Comprehension, Degrees of Reading Power, Holistic Writing Prompt, Editing and Revising, Science, and comprehensive Mathematics tests. The CMT takes place in March.

TRANSFER AND WITHDRAWAL

Students withdrawing from school must notify the office in advance of their last day. Parents must complete a formal Release of Records form upon withdrawal.

TRANSPORTATION

School transportation privileges are extended to students conditioned upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

VISITORS AND VOLUNTEERS

Parents and other visitors/volunteers are welcome at Litchfield Intermediate School. All visitors must first report to the office to sign in.