



14 Plumb Hill Rd.
Litchfield, CT 06759
School: (860) 567-7530
Guidance: (860) 567-7534

LITCHFIELD HIGH SCHOOL

P.O. Box 110 • 14 Plumb Hill Road • Litchfield, Connecticut 06759

Telephone: (860) 567-7530 • Fax: (860) 567-7538

<http://www.litchfieldschools.org>

PRINCIPAL

Kristen Della Volpe

ASSISTANT PRINCIPAL

Stephanie Kubisek

SCHOOL COUNSELORS

Matthew Coon 7&8

Lindsay White 9-12, A-L

Carrie Gibbs 9-12, M-Z

CURRICULIUM COORDINATORS

Business/Technology Education	Wayne Prescott
Language Arts	Debbie Dove
Mathematics	Patti O'Neill
Related Studies	Cynthia Orefice
Science	John Markelon
Social Studies	Julie Tracy
World Languages	Allison Hennessey

SUPERINTENDENT OF SCHOOLS

Deborah Wheeler, Ph.D. – Superintendent

LITCHFIELD BOARD OF EDUCATION

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Kristen Della Volpe
Principal
Stephanie Kubisek
Assistant Principal

Litchfield High School
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Carrie Gibbs
Matthew T. Coon
Lindsay White
School Counselors

Dear Student,

In the coming weeks, you will be asked to select your courses for the 2010 – 2011 school year. This program of studies contains information that will assist you in choosing your courses.

Please read the course descriptions carefully and discuss your choices with your parents, your teachers, and your guidance counselor. As you consider courses for next year, keep in mind that decisions you make now will most likely influence the opportunities you have in the future. It is important that you take challenging courses so that you will have the widest possible array of career and college choices when you graduate from high school.

Finally, remember that your teachers, guidance counselors, Mrs. Kubisek, and I are deeply committed to your success. If you feel there is any way that we can help you, please let us know.

Sincerely,

Kristen Della Volpe

Principal

“The mission of Litchfield High School community is to work together to graduate knowledgeable, skillful, and productive individuals.”

PUBLIC NOTICE OF NON-DISCRIMINATION

The Litchfield Public School System is committed to the policy and practice of equal opportunity for all qualified persons and does not discriminate in any education program or educational activity. We shall provide continuing notice to the public, school staff and students. This notification may include the posting of notices, publication in local newspapers, placement of notices in school district publications and student/parent handbooks.

This nondiscrimination statement is required to be printed in major publications for students, parents, and teachers. The Equity Coordinator for Title VI (race, color, national origin), Title IX (sex equity), section 504 (disabled), and ADA (disability) is Gary Zaremski, Director of Special Services, Litchfield Public Schools, P.O. Box 110, Litchfield, CT 06759, (860) 567-7505, email: zaremskig@litchfieldschools.org.

#5000 Litchfield Board of Education Policy (revised January 21, 2009):

CONCEPT AND ROLES IN STUDENT PERSONNEL

EQUAL EDUCATIONAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT

The focus of the school system is on the learner, the student. The student's educational development toward the school's goals is the central concern of the Board of Education's policies and of administrative procedures.

Each student shall be given equal opportunity. But since children vary widely in capacities, interests, social and economic background, no two can be treated exactly alike if the fullest development of each is to be achieved.

The federal and state governments have enacted and enforced laws regarding the equality of opportunity in education.

Therefore, the Board of Education reaffirms its policy to ensure an equal educational opportunity for all students and to prohibit discrimination as proscribed under federal and state law, as amended from time to time. It is also the policy of the Board of Education to be impartial in all of its relations with its students without regard to race, color, national origin, citizenship, ancestry, religion, sex, sexual orientation, age, marital status, physical or mental disability, or any other legally protected status under applicable law. The Board of Education complies with the policy and procedures of the Americans with Disabilities Act.

EQUAL EDUCATIONAL OPPORTUNITY OFFICER

Superintendent of Schools for matters dealing with curriculum, instruction, textbooks and learning materials.

Legal Reference:

The Americans With Disabilities Act, 42 U.S.D. Section 12101 ed seq. and Section 504, U.S. Rehabilitation Act;

Title IX of the Education Amendments of 1972 (Higher Education Act); and

Title 42 of the United States Code Section 1983.

Policy Adopted: August 13, 1985
Policy Reviewed: October 1, 1998
Policy Revised: January 21, 2009

EQUAL EDUCATION OPPORTUNITY

All applied education programs are offered to students without regard to race, color, national origin, sex, and/or disability. If you believe that you have been discriminated against in the Litchfield Public Schools, you may file a grievance with the District Equity Coordinator, Gary Zaremski, to report that your rights have been denied or violated. Mr. Zaremski, Director of Special Services, is the Equity Coordinator for Title VI (race, color, and national origin), Title IX (sex equity), Section 504 (handicap), and ADA (disability). You may contact him at the Litchfield Intermediate School, 35 Plumb Hill Road, P. O. Box 110, Litchfield, CT 07759, (860) 56707505. You may also choose to reach a resolution on your own by working with Mrs. Carrie Gibbs, Mr. Matthew Coon, or Ms. Lindsay White, school counselors, or one of the building administrators, Ms. Kristen Della Volpe, Principal, or Mrs. Stephanie Kubisek, Assistant Principal.

EQUITY GRIEVANCE PROCEDURE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. 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, curriculum coordinators, 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 sharing 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 forms are available from Equity Coordinator, administrators, guidance offices and school media centers.

Litchfield Public Schools

Section 504 Parental Rights

June 2009

Section 504 of the Rehabilitation Act provides services for students identified as having a disability as defined by the Act, which substantially limits a major life activity. You have the following rights:

1. The right to be informed of your rights under Section 504 of the Rehabilitation Act.
2. The right for your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school.
3. The right to be notified about referral, evaluation and programs for your child.
4. The right for your child to be evaluated fairly.
5. The right, if eligible for services under Section 504, for your child to receive accommodations, modifications, and related services that will meet the child's needs as well as the needs of students without disabilities are met.
6. The right for your child to be educated with peers who do not have disabilities as much as possible.
7. The right to an impartial hearing if you disagree with the school regarding your child's educational program.
8. The right to review and obtain copies of your child's records.
9. The right to request attorney fees related to securing your rights under Section 504.
10. The right to request changes in the educational program of your child.

**Information Regarding Section 504 of the Rehabilitation Act of 1973
(Appendix D 2006 CASE and updated definition of major life activities per ADA Amendments of 2008)**

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 as defined by the Americans with Disabilities Act Amendments of 2008, including caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to , functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.);
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.

GRADES 7 AND 8

INTRODUCTION: Housed in the same building with the high school students, middle school students in grades 7 and 8 move in a departmentalized setting, changing classes for each subject discipline: Language Arts, Math, Science, Social Studies, and World Language. In addition, over the course of these two years, all students will participate in art, information technology, consumer education, exercise science, personal wellness, and music. If interested, students may also choose to be part of a full year course of Band or Chorus.

GRADE SEVEN

LANGUAGE ARTS: The seventh grade Language Arts program is foundational and includes the areas of speaking, writing, and reading. The program introduces and develops writing skills in the areas of narration, exposition, description, persuasion, and poetry through the practice and application of the writing process. Students develop as speakers and writers using standard language structures and diction appropriate to audience and task. Research skills, such as note taking, outlining, and citing sources, are also introduced. Students learn critical reading skills and strategies to increase their knowledge of and appreciation for fiction and nonfiction. Literary elements are introduced through story mapping. Students read and respond to classical and contemporary texts through classroom study and independent reading.

MATHEMATICS: All seventh graders will be involved in the second year of the three-year IMPACT Math program. IMPACT offers a blend between “reform” math where students learn conceptually through discovery and investigation, and the more “traditional” approach to math, where students focus on skill-building. Students will not only build new mathematical ideas but be able to see how these new ideas relate to what they have already developed. Areas of focus that correlate with state and national standards include: number and operations, proportional reasoning, geometry, and probability and data analysis. An underlying focus in all these areas will be on the development of algebraic thinking. Specific units of study include: mathematical expressions, exponents, integers, linear relationships, similarity, ratio and proportion, interpreting graphs, and data and probability. Three-dimensional geometry will also be explored if time allows.

SCIENCE: The seventh grade science class supports the Connecticut Framework standards for content, and inquiry,

numeracy and literacy skills. Students learn aspects of biological, physical and earth science. The course begins with an investigation of life in its simplest form and continues through a journey of the complex systems of the human body. Research skills are enhanced as the 7th graders study various ways foods can be preserved to prevent spoilage. The study of the movement of the Earth’s crust and changes in the Earth’s surface over time will be explored. Aspects of astronomy are introduced. Seventh grade science is assessed on the 8th grade Connecticut Mastery Test in Science

SOCIAL STUDIES: The seventh grade social studies program is a survey course about the United States history and government. Students focus on the causes and consequences of the American Revolution, the American Civil War, the expansion from 13 states to a colonial power, and the growth of the United States into a twentieth century world power. The program encourages the students to develop an awareness of the American past as well as America’s role in the world today

WORLD LANGUAGE:

SPANISH 7: In this course that meets every other day, students will begin to develop basic skills in listening, speaking, reading, and writing, as well as an appreciation of Spanish and Hispanic cultures. The course emphasizes the creative use of the target language as students learn how to discuss themselves, their families, their schools, etc. through the use of common vocabulary.

FRENCH 7: In this course that meets every other day, students will begin to develop basic skills in listening, speaking, reading, and writing, as well as an appreciation of French and Francophone cultures. The course emphasizes the creative use of the target language as students learn how to discuss themselves, their families, their schools, etc. through the use of common vocabulary.

GRADE EIGHT

LANGUAGE ARTS: The eighth grade Language Arts program builds on the seventh grade skills of reading, writing and speaking, preparing students for the demands of the high school curriculum. Students study narrative, expository, and descriptive forms of written expression. Students investigate sentence construction and paragraph organization in order to improve their writing. They write intensively about their ideas, developing the language skills they will use all their lives. The skills of speaking and presenting are also integral

parts of the program. Students are immersed in challenging young adult literature and several classics. To enhance their preparation as lifelong readers, students continue to self-select literature. The course seeks both to develop students' reading skills for classroom purposes and to foster a passion for independent reading that will stay with them all their lives.

MATHEMATICS: All eighth graders will be involved in the third year of the three-year IMPACT Math program. IMPACT offers a blend between "reform" math where students learn conceptually through discovery and investigation, and the more "traditional" approach to math, where students focus on skill-building. Students will not only build new mathematical ideas but be able to see how these new ideas relate to what they have already developed. Areas of focus that correlate with state and national standards include: number and operations, proportional reasoning, geometry, and probability and data analysis. An underlying focus in all these areas will be on the development of algebraic thinking. Specific units of study include: linear relationships, quadratic and inverse relationships, exponential variation, working with algebraic expressions, solving quadratic equations, functions and their graphs, probability, and modeling with data, and transformational geometry.

SCIENCE: The eighth grade science class supports the Connecticut Framework standards for content, and inquiry, numeracy and literacy skills. The course focuses on the physical nature of the universe. Students study forces and motion, gravity, work, energy, and simple machines. A major unit will apply this learning to bridge construction. Additionally, students are introduced to the structure of the atom. Eighth grade science is assessed on the 8th grade Connecticut Mastery Test in Science.

SOCIAL STUDIES: Foundations of Western Culture
This course will focus on the foundations of Western culture. Course topics include: the ancient civilizations of Mesopotamia, Egypt, India, China, the Americas, as well as classical and Hellenistic Greece and the Roman Empire. In each region, the themes of culture, government and social structure will be explored.

WORLD LANGUAGE:

FRENCH 8: Eighth grade Spanish is a continuation of the seventh grade program. Throughout the course that meets every other day students will build on their prior knowledge while learning more complex grammatical concepts. Much of the material involves oral participation and memorization. Cooperative learning techniques and pair practice allow students an opportunity to practice the language. Students will continue to build an appreciation for Spanish and Hispanic cultures.

SPANISH 8: Eighth grade French is a continuation of the seventh grade program. Throughout the course that meets every other day students will build on their knowledge while learning more complex grammatical concepts. Much of the material involves oral participation and memorization. Cooperative learning techniques and pair practice allow

students an opportunity to practice the language. Students will continue to build an appreciation for Francophone cultures.

SPECIAL AREAS

THE FOLLOWING COURSES ARE AN INTEGRAL PART OF BOTH SEVENTH & EIGHTH GRADE PROGRAMS

EXERCISE SCIENCE: A sequential program of individual and group activities is offered in one twelve week session to both 7th and 8th grade students. Activities include soccer, speedball, basketball, volleyball, group games, tumbling, floor hockey, lacrosse and physical fitness basics. Students learn how to improve basic sports skills to enhance performance as well as group skills to gain confidence and understanding of self and others.

PERSONAL WELLNESS 7: The seventh grade program examines the concept of Wellness throughout the life cycle, with exploration of life stages and the developmental task of each stage. Special attention is paid to the tasks of adolescence. Substance use prevention concentrates of the why of drug use and nicotine in particular.

PERSONAL WELLNESS 8: The eighth grade curriculum emphasizes the significance of personal values, the roles of self-esteem and peer pressure in personal development, along with choices and consequences and setting and achieving personal goals. Class activities focus on relationships and relationship skills, such as decision-making, use of communication styles and conflict resolution. Substance use prevention education highlights the drugs alcohol and marijuana.

ART: The seventh grade art students learn about the human form through their art exploration. Students work both 2 and 3 dimensionally, exploring a variety of media and methods as they create a figure in motion.

INFORMATION TECHNOLOGY: Seventh grade students are introduced to the high school media center and will continue to develop skills learned in grades K-6, according to the state frameworks and No Child Left Behind competencies. Students will learn how to research using print and non-print materials in the school media center, perfect their keyboarding skills, and learn ways to stay safe using the Internet. Students will develop multi-media projects, refine their note taking skills, create keywords to use the index and electronic databases, learn Boolean operators, and write a research paper and works cited page using MLA.

Eighth grade students will further develop skills in the school media center. Students will learn how to research using print and non-print materials in the school media center, as well as

the public library and the Connecticut Library Network, perfect their keyboarding skills, and learn ways to stay safe using the Internet. Students will develop multi-media projects, evaluate websites, learn how to use Boolean logic, create a research paper and works cited using MLA, and discuss paraphrasing and plagiarism.

CONSUMER EDUCATION: Eighth grade Consumer Education is an introductory food preparation class. Students learn basic principles of food safety, sanitation, meal planning, table setting and manners.

TECHNOLOGY EDUCATION: Eighth grade students learn a multitude of technology skills that integrate interdisciplinary learning with academic and extracurricular studies. Design skills and utilizing the elements of art are essential for the aesthetic quality of the work. The content of the projects supports the learning objectives of the eighth grade curriculum. Students use math and science skills to measure and design a modern style architecture using an Autodesk program called Revit. Students use Wordle.net to create a poster that displays a verse from a poem they studied in language arts class. While studying The Day of the Dead in Spanish class, students create a digital rendered Day of the Dead mask in Photoshop, where students convey their interests through the use of imagery. Students use the mask to wear and record a skit they have rehearsed. Students edit the video using video editing software; Pinnacle, Adobe Premeire.

THE FOLLOWING COURSES ARE OFFERED TO BOTH SEVENTH AND EIGHTH GRADERS

CHORUS (grades 7 and 8): This program provides an opportunity for members to develop their musical talent and further develop an appreciation of music. Music that is appropriate for this grade level is chosen for practice and for performance at concerts. Members have the opportunity to audition for the Northern Regional Middle School Chorus. This choral program is open to all 7th and 8th graders. Participation in the winter and spring concerts is required for course completion.

BAND (grades 7 and 8): Band provides an opportunity for students interested in musical instruments to perform with a group. They learn the importance of group expression and the value of performing with a group. The band performs at concerts, festivals and the Northfield Memorial Day Parade. Members may also audition for the Northern Regional Music Festival. Students in the Band Program will also have an opportunity to be selected for Jazz Band, which will rehearse during Flex Periods. Participation in the winter and spring concerts is required for course completion.

SUPPORT AND GUIDANCE SERVICES

ACADEMIC ENRICHMENT PROGRAMS: These are programs designed to support students who need assistance with their academic classes. These programs recognize that

some 7th and 8th graders need help applying reading, writing, organizational and study skills to their academic areas. These programs seek to guide students in the applications of these skills.

The following criteria will be used in determining which students exhibit a need for this kind of support: CT Mastery test (gr. 6 & 8) - students who fall below the state proficiency level and whose testing profile has been reviewed by the guidance counselor and or reading consultant, poor academic performance, teacher(s) recommendation. Students will remain in the program until improved academic performance has been achieved.

LANGUAGE ARTS/MATH SKILLS DEVELOPMENT: This support program is designed for students who do not take a course in world language in middle school. The focus of this program will be the strengthening of fundamental skills in reading, writing, and mathematics that are critical in the student's further study and attainment of proficiency on the Connecticut Mastery Test.

LEARNING CENTER SERVICES: Services provided in this area include individualized academic support. Students receive instruction in such study skills as note taking, test taking, organization and time management. Focus also includes the application of these skills to their academic courses.

All offerings are graded. Students receiving Learning Center services have previously been identified by the Planning and Placement Team (PPT) as needing individualized instruction. An Individualized Educational Plan (IEP) is developed and implemented for every student. The curriculum is designed to meet the unique needs of each student.

GUIDANCE SERVICES: The facilities and personnel of the Guidance Department are here to promote in students a sense of well-being that will positively affect their academic, career/vocational, and personal/social development. This is accomplished through a variety of services which include, but are not limited to:

- Individual Counseling:
 - Academic
 - Career/Vocational
 - Personal/Social
- Classroom guidance units & special programs:
 - Character education
 - Career exploration
 - Team building
- Monitoring student progress both academically & socially
- Managing referrals to the Student Intervention Team
- Peer Tutoring
- Consulting with parents & teachers
- Transitional services in and out of 7th & 8th grade
- Conflict resolution

All conferences are confidential, so students may feel free to discuss problems of any nature. Counselors have a duty to inform parent/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This will be done after careful deliberation and, where possible, after consultation with other professionals.

MARKING SYSTEM: The Litchfield Middle School's marking system is a letter grade system for all subject areas based on the following:

A - Excellent - indicates the student is utilizing his/her ability to the utmost in reaching an outstanding state of development in the area being evaluated.

B - Above Average Quality - indicates that the pupil is performing somewhat higher than the average in the area being evaluated.

C - Average Quality - indicates the pupil is at the usual stage of development in the area being evaluated.

D - Below Average Quality - indicates the pupil is significantly below the usual stage of development in the area being evaluated. This is the lowest passing grade. It indicates greater effort is required.

F - Failure - indicates the pupil is seriously below an acceptable standard in the area being evaluated. No credit is given for failing a course.

HONOR ROLL:

The Honor Roll will be determined by grades earned during each of the four marking periods.

Outstanding Honors: Students who attain an unweighted Grade Point Average of 4.0 and have no grades lower than an A- will be granted Outstanding Honors.

High Honors: Students who attain an unweighted Grade Point Average of 3.5 and have no grades lower than a B- will be granted High Honors.

Honors: Students who attain an unweighted Grade Point Average of 3.0 and have no grades lower than a B- will be granted Honors.

LITCHFIELD MIDDLE SCHOOL

COURSE SELECTION SHEET

Name: _____

Grade: _____

_____ S101 English 7

_____ E101 English 8

_____ S201 Math 7

_____ E201 Math 8

_____ S301 Social Studies 7

_____ E301 Social Studies 8

_____ S401 Science 7

_____ E401 Science 8

_____ S501 French 7

_____ E501 French 8

_____ S551 Spanish 7

_____ E551 Spanish 8

_____ Specials 7: Exercise Science,
Personal Wellness, Information
Technology Literacy, Music, & Art

_____ Specials 8: Exercise Science,
Personal Wellness, Information
Technology Literacy, Consumer
Science, & Technology

_____ Chorus

_____ Band

_____ Chorus & Band

Office Use Only

_____ RE Reading Strategies

_____ LC: Learning Center

_____ AS: Academic Support

_____ MSLA Lang Arts AE

_____ MSMS Math Skills AE

