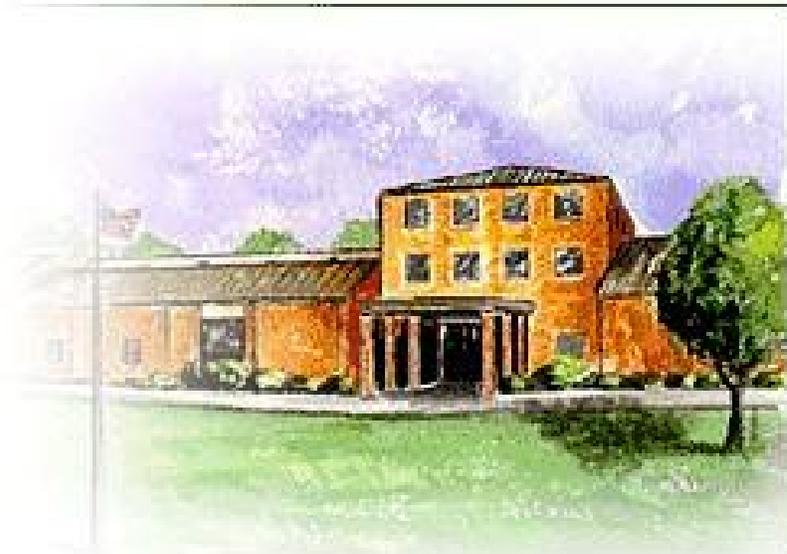


Irving A. Robbins Middle School

Student Handbook 2023-2024



20 Wolf Pit Road
Farmington, CT 06032
(860) 677-2683

Irving A. Robbins Middle School

STUDENT AND PARENT/GUARDIAN HANDBOOK 2023 - 2024

20 Wolf Pit Road
Farmington, Connecticut 06032
www.fpsct.org
Main Office (860) 677-2683 Fax: (860) 676-0697

Student Name: _____

Grade: _____

Advisory Teacher's Name: _____

Students

I acknowledge that I have received a copy of the Irving A. Robbins Middle School's Student Handbook for 2023-2024. I understand that I am responsible for understanding and adhering to its contents.

Parent/Guardian

The **IAR 2023-2024 Student Handbook** is the official notification for the standards of conduct at Irving A. Robbins Middle School. This handbook provides information about school rules and procedures, as well as the most commonly referenced policies and regulations of the Farmington Board of Education. It does not provide complete policies or regulations, which are available by visiting www.fpsct.org and clicking on the "Board of Education" link. Please take time to read the handbook pages carefully. Please acknowledge that you understand that your child is responsible for adhering to the school policies outlined in the handbook.

**Failure to acknowledge receipt of this handbook does not affect the student's responsibility to act in accordance with the policies outlined in the handbook.*

I acknowledge that I have read and understand the contents of the 2023-2024 Irving A. Robbins Middle School Student and Family Handbook.

Student Name (printed) _____ Student Signature _____

Parent/Guardian Name (printed) _____ Parent/Guardian Signature _____

Date _____



Irving A. Robbins Middle School

Principal

Lisa Kapcinski

Assistant Principal

Lauren LaVecchia

August 2023

Dear Students & Families,

We are excited to welcome you to the 2023-2024 school year, and look forward to a great year celebrating teaching and learning as a unified school community. Irving A. Robbins Middle School is committed to empowering and educating each of our students to achieve global standards of excellence, and to act with integrity, empathy, respect and curiosity in service to themselves and others. We hold each other and our students to high standards of excellence, and work collaboratively to ensure that our learning community is safe, welcoming, supportive and joyous. Each person in our school adds value and enriches our school.

This handbook provides information about school rules and procedures as well as the most commonly referenced policies and regulations of the Farmington Board of Education. It does not provide a comprehensive list of the policies or regulations; those are available by visiting <https://www.fpsct.org/board-of-education/policies-and-regulations> or by clicking this [link](#). We ask that parents/guardians and students reviews this handbook carefully and thoroughly to familiarize themselves with our school practices, policies and rules. Once done, we also ask that parents/guardians and students sign the Student/Family Acknowledgement Form in the handbook and return it to the student's Crew advisor.

We are excited to partner with students and families so that every student can become their best self and have a wonderful experience during their middle school years. We are committed to providing students a top-notch education where they can excel academically as global citizens, and take pride in themselves and their personal accomplishments. We care deeply for our students and want school to be a fun, dynamic place that makes them curious, confident and happy. We look forward to the journey ahead!

Sincerely,

Lisa Kapcinski
Principal

Lauren LaVecchia
Assistant Principal

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Portrait of an IAR Middle Schooler and Mission Statement

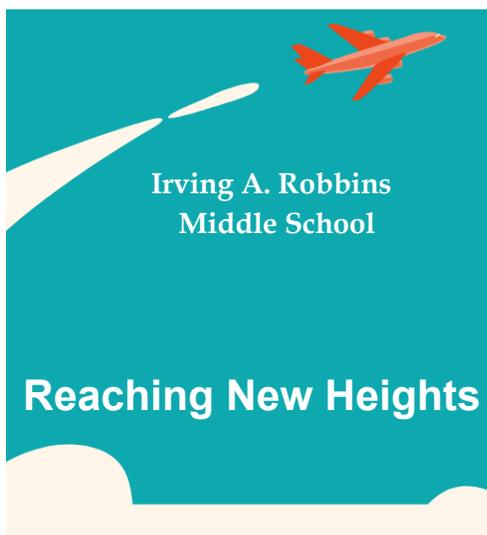
Portrait of an Irving A. Robbins Middle Schooler

Responsible

Respectful

Caring

Curious



Learner

Contributor

Collaborator

Global Citizen

IAR Mission Statement

At Irving A. Robbins Middle School, we are a unified learning community, rising together to empower and educate each of our students to achieve global standards of excellence, and to act with integrity, empathy, respect and curiosity in service to themselves and others.

Guiding Beliefs

- 1. Respectful and Inclusive Community:** We cultivate a community where mutual respect, empathy, and understanding are embraced. We celebrate and value the diversity of our students, staff, and families, creating an inclusive environment that promotes cultural competence and global citizenship.
- 2. High Academic Standards:** We uphold rigorous academic standards, fostering a culture of continuous learning and intellectual curiosity. We provide challenging and meaningful educational experiences that equip students with the knowledge, critical thinking skills, and problem-solving abilities necessary for their future success.
- 3. Character Development:** We are committed to fostering the development of strong character traits such as honesty, integrity, and responsibility. We instill values of compassion, empathy, and ethical behavior, preparing students to become respectful and responsible members of society.
- 4. Collaborative Partnerships:** We recognize the importance of collaboration and actively seek partnerships with families, community organizations, and other stakeholders. By working together, we enhance student learning, broaden opportunities, and create a network of support to ensure the success of our students.
- 5. Service and Civic Engagement:** We promote service and civic engagement, inspiring students to contribute positively to their communities. Through service-learning projects and opportunities for active citizenship, we empower students to make a difference and be agents of positive change.

School-Wide Learner Expectations

Respect

- Acts with kindness, compassion and care
- Acts responsibly and safely
- Nurture positive relationships
- Create a sense of community

Integrity

- Acts with honesty and compassion
- Is respectful, inclusive and welcoming
- Strives for excellence
- Sees diversity as an asset and opportunity
- Makes wise decisions
- Regulates emotions
- Is humble

Service

- Seeks to understand different perspectives and lived experiences
- Is an active citizen and contributor
- Pursues new learning
- Contributes to community

Empowerment

- Persists through challenges
- Acts with confidence
- Rises and elevates others
- Is optimistic and open-minded
- Embraces feedback
- Seeks and brings joy

Code of Conduct

Common Code of Conduct to Promote a Positive Climate for Learning in the Farmington Public Schools

- ◇ We believe that all members of the Farmington School Community shall be valued as individuals who have a right to respect and personal acceptance.
- ◇ We believe that the school community must foster and protect the personal safety and security of all its members through specific policies and the enforcement of school regulations. We believe that whenever possible the disciplinary process should be educational. However, acts of aggression, threats and intimidation will continue to result in swift consequences.
- ◇ We believe the use of language in a school helps define its culture. The school community finds unacceptable the use of offensive, disrespectful, and vulgar language or gestures or symbols because it interferes with the constructive relationships of its members and detracts from the quality of the learning environment.
- ◇ We believe that our students must accept responsibility for their actions and for developing a healthy life-style and respect for school rules and the law.
- ◇ We believe that teachers, administrators, and staff must model appropriate behaviors for the students entrusted to their care. Parents/guardians, teachers, and other adults must work together to support children throughout their development in order to help them to acquire the attitudes and behaviors of responsible citizens.

Professional Expectations

Professional Expectations

- ◊ We expect that teachers, administrators, and support staff consistently maintain the high standards for students' behavior, in classrooms, hallways, cafeterias, on the bus, and at school functions, which are established for the Farmington Schools.
- ◊ We expect that the professional staff will collaborate with parents/guardians to support the success of every student in developing the attitudes and behaviors of responsible citizenship.
- ◊ We expect that professional staff will instruct students explicitly in the behavioral standards and expectations.
- ◊ We expect that staff members will evaluate the effectiveness of school practices, which promote the achievement of the community values embedded in these beliefs.

Farmington Public Schools - School District Five-Year Goals

The mission of the Farmington Public Schools is to enable all students to achieve academic and personal excellence, exhibit persistent effort, and live as resourceful, inquiring, and contributing global citizens.

1. All students will demonstrate the skills, knowledge, and attributes of **Self-Aware Individuals** by assessing their own personal strengths and needs, persisting in overcoming obstacles to reaching self-determined goals, making wise choices and informed decisions, and adapting to new challenges and opportunities by regulating emotions and adjusting behavior to positively impact themselves and other.
Self-Aware Individuals know themselves and how to care for their own well-being.
2. All students will demonstrate the skills, knowledge, and attributes of **Empowered Learners** by exploring interests, taking initiative, asking questions and conducting research, using technology and media tools skillfully, and learning from successes and failures by engaging in feedback and self-assessment protocols.
Empowered Learners are knowledgeable, reflective, and resourceful.
3. All students will demonstrate the skills, knowledge, and attributes of **Disciplined Thinkers** by becoming critical consumers of information, reasoning with evidence, recognizing point of view and bias, synthesizing and evaluating data, and connecting concepts and ideas while thinking creatively and flexibly to design and develop innovative solutions, strategies, and outcomes.
Disciplined Thinkers apply strategic thinking to develop ideas and solve problems.
4. All students will demonstrate the skills, knowledge, and attributes of **Engaged Collaborators** by actively listening and seeking to understand the ideas of others, self-monitoring for biased thinking, and by creating inclusive environments for dialogue that establish and adhere to group norms for effective communication and conflict resolution.
Engaged Collaborators work effectively and respectfully with diverse groups of people.
5. All students will demonstrate the skills, knowledge, and attributes of **Civic-Minded Contributors** by understanding complex interdependent systems and their impact on people and the environment, questioning prevailing assumptions, developing cultural competence, seeking solutions through negotiation and compromise, and contributing to the betterment of local/global communities through service and civic participation.
Civic-Minded Contributors actively participate in a civilized society.

Farmington Public Schools Vision of the Global Citizen

Self-Aware Individual

I know myself and how to care for my own well-being.

I can assess my own personal strengths and needs, persist in overcoming obstacles to reach my own goals, make wise choices and informed decisions, and adapt to new challenges and opportunities by regulating my emotions and adjusting my behavior to positively impact myself and others.

I am learning to exhibit

- ◆ Emotional regulation
- ◆ Well-being
- ◆ My own sense of identity
- ◆ Confidence
- ◆ Integrity
- ◆ Gratitude

Empowered Learner

I am a knowledgeable, reflective, and resourceful learner.

I can explore interests, take initiative, ask questions, and conduct research. I can use technology and media tools skillfully, and learn from my successes and failures by engaging in feedback and self-assessment protocols.

I am learning to exhibit

- ◆ Agency
- ◆ Resilience
- ◆ Organization
- ◆ Resourcefulness
- ◆ Curiosity
- ◆ Initiative

Disciplined Thinker

I can apply strategic thinking to develop ideas and solve problems.

I am a critical consumer of information, able to recognize point of view and bias. I can reason with evidence, synthesize and evaluate data, and connect concepts and ideas while thinking creatively and flexibly to design and develop innovative solutions, strategies, and outcomes.

I am learning to exhibit

- ◆ Focus
- ◆ Creativity
- ◆ Logical reasoning
- ◆ Attention to accuracy
- ◆ Flexibility
- ◆ Persistence

Engaged Collaborator

I can work effectively and respectfully with diverse groups of people.

I can actively listen and seek to understand the ideas of others, self-monitoring for biased thinking. I can create inclusive environments for dialogue that establish and adhere to group norms for effective communication and conflict resolution.

I am learning to exhibit

- ◆ Empathy
- ◆ Perspective
- ◆ Open-mindedness
- ◆ Personal accountability
- ◆ Effective communication
- ◆ Adaptability

Civic-Minded Contributor

I can actively contribute to a civilized society.

I understand complex interdependent systems and their impact on people and the environment. I question prevailing assumptions, develop my cultural competence, and seek solutions through negotiation and compromise in order to contribute to the betterment of my local/global communities through service and civic participation.

I am learning to exhibit

- ◆ Compassion
- ◆ Global fluency
- ◆ Cultural competence
- ◆ Responsibility
- ◆ Service
- ◆ Stewardship

Farmington Public Schools - Core Beliefs

Farmington Public Schools

As members of this learning organization, we hold ourselves accountable to these beliefs which guide our daily work. These beliefs frame our goals, program development, and support systems. These beliefs focus instruction, curriculum, and assessment to ensure that all students achieve at high levels. Farmington communicates its rigorous expectations through its programs and core content standards.

Actions Matter

We are the upholders of a respectful, inclusive, and welcoming school environment. Through our actions we tell our students that we believe in them and their ability to succeed and grow. We are committed to ensuring that every student feels known and supported. We will intervene when needed to restore trust and care for others. We believe that our actions demonstrate our high expectations for ALL students.

Excellence Matters

We strive for excellence and benchmark our outcomes against global standards of achievement, citizenship and scholarship. We value integrity and compassion in the pursuit of our goals and embrace feedback and critique of our work. Routinely, we express gratitude to each other, our families, and our students for partnering with us in the spirit of continuous improvement. We use data-informed practices to achieve our intended results. We believe that excellence is attainable through sustained collaborative effort.

Equity Matters

We recognize that our students are individuals with multi-faceted and diverse, evolving identities. As learners we must confront our own biases in order to be culturally responsive educators. It is essential that all students have access to challenging and meaningful curriculum and instruction with flexible pathways and open access to advanced levels of learning. We believe that equitable opportunity is a fundamental value of a high-quality education, and that diversity is an asset to our school community.

Mindset Matters

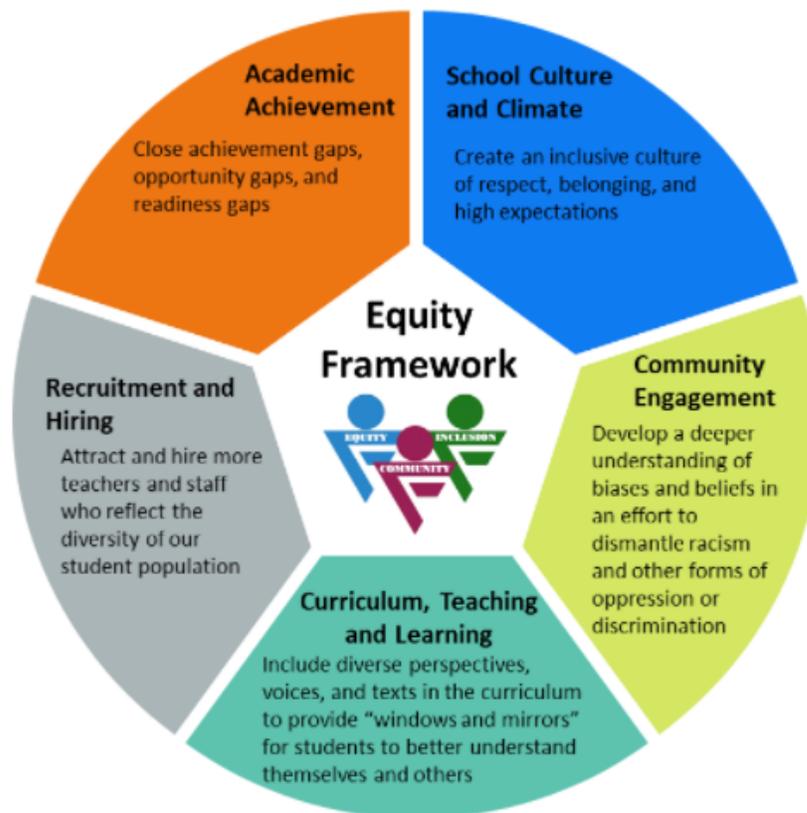
We understand that learning is a lifelong endeavor filled with successes and challenges. As agents of our own learning, we demonstrate a growth mindset and develop persistence, resilience, and confidence through self-directed inquiry. We remain optimistic and open-minded in the face of challenge and we have the humility to rethink our own assumptions. We believe that our positive outlook helps to create a joyful learning environment.

Teamwork Matters

We know that working together makes us stronger and more effective. Teaming is core to the way we do our work as it nurtures innovation and the power of shared accountability. Our approach to collaborative continuous improvement encourages all stakeholders to engage as active contributors to excellence in teaching and learning. We believe that teamwork lifts all voices and creates a sense of community.

Well-Being Matters

We are role models of healthy behavior and good decision-making. When we demonstrate the ability to manage stress, regulate our emotions, and balance the demands of a busy life, we show one another that taking care of one's self is a necessary companion to caring for others. Social, emotional and physical well-being impacts academic achievement. We believe that caring for the whole child is our responsibility.



Framework for Teaching and Learning

Active Learning Community - Teachers

1.	Organize the classroom environment with flexible opportunities for individual and group learning and resources to support a self-managed classroom.
2.	Develop and revisit classroom norms in partnership with students to ensure inclusive and respectful interactions.
3.	Use effective restorative conflict resolution practices to re-establish feelings of intellectual safety when needed.
4.	Provide direct instruction and guided practice in the skills and dispositions of effective collaboration.
5.	Affirm identity development over time and offer opportunities for learners to reflect on and express their various evolving identities.
6.	Facilitate student to student discourse leading to the social construction of knowledge.
7.	Model disciplined thinking and encourage questions, debate, dialogue and discussion as the hallmarks of academic discourse.
8.	Structure opportunities for students to share work publicly and promote learning through engagement with others as mentors and critics.

Active Learning Community - Students

1.	Use classroom resources and space to develop independence in the learning process.
2.	Uphold and exhibit classroom norms for respectful behavior and productive collaboration.
3.	Participate in conflict resolution processes with a willingness to understand other perspectives.
4.	Support the expression of various identities in the school community.
5.	Express ideas and opinions clearly while also actively seeking to understand and appreciate multiple points of view.
6.	Share work publicly and exchange meaningful feedback to improve process and product.

Farmington Public Schools

Framework for Teaching and Learning

Challenging Expectations - Teacher

1.	Use learning targets to describe content standards and learner expectations achievable by all with flexible pacing and targeted support.
2.	Build learners' understanding of success using rubrics, examples and models of student work.
3.	Offer multiple and varied ways of demonstrating mastery and timely formative feedback that supports student progress.
4.	Sequence content and manage the amount of new information in order to attend to cognitive load.
5.	Anticipate or uncover misconceptions to design differentiated, responsive instruction.
6.	Pose intriguing questions, problems and tasks that engage all students in productive struggle.
7.	Design learning experiences with a strengths-based approach, avoiding deficit thinking.
8.	Engage students in practice, rehearsal and critique protocols to refine knowledge and skills.

Challenging Expectations - Students

1.	Ask questions to clarify expectations, learning targets and available resources.
2.	Describe the attributes of success and reflect on their own related strengths.
3.	Use models, rubrics, and feedback to evaluate and improve their own work.
4.	Build effective personalized habits of work and study.
5.	Persist in the face of challenges, seeking teacher and/or peer support as needed.
6.	Develop stamina, focus, and confidence as a result of overcoming challenges.

Farmington Public Schools

Framework for Teaching and Learning

Meaningful Knowledge - Teachers

1.	Learn about students' family and cultural backgrounds to maximize opportunities to amplify connectedness to the curriculum.
2.	Link new learning to students' prior knowledge and life experiences.
3.	Develop tasks that require students to synthesize, transfer and apply knowledge and skills to new situations.
4.	Make purposeful connections to broad concepts, themes, and cross-curricular ideas and skills.
5.	Engage students in applying new knowledge and skills to authentic situations that have an impact on others.
6.	Design learning experiences that position students as producers not just consumers of information.

Meaningful Knowledge - Students

1.	Be curious about new learning and find connections to life experiences and background knowledge.
2.	Organize and synthesize new information into broad themes, topics and concepts with cross curricular meaning.
3.	Share personally relevant experiences when studying new ideas and concepts.
4.	Demonstrate understanding of big ideas and concepts by applying them to new or novel situations or problems.
5.	Actively participate in producing meaningful products, performances, or presentations that have an impact on others.
6.	Recognize and acknowledge that meaning is different for everyone and seek to understand the value of new learning for others.

Farmington Public Schools

Framework for Teaching and Learning

Purposeful Engagement - Teachers

1.	Activate curiosity through the design of learning experiences that appeal to learners' emotions like wonder, surprise, or purposeful uncertainty.
2.	Structure lessons with an inquiry-orientation and to promote learner agency and self-direction.
3.	Use media and technology tools to enhance relevance, research, and real world impact.
4.	Make thinking public and engage students in examining each other's ways of knowing.
5.	Give students contributing roles to build individual strengths and talents.
6.	Situate new learning in a local or global context to highlight relevance.
7.	Respond to differences by enabling learners to engage with, make sense of, and demonstrate understanding in different ways.

Purposeful Engagement - Students

1.	Remain open and interested in new ideas and learning experiences.
2.	Take initiative to bring innovative ideas and new resources into the learning community.
3.	Actively explore interests, questions, and intriguing problems.
4.	Use technology skilfully and responsibly as a tool for learning and exhibiting work.
5.	Hold themselves to a high standard of excellence that keeps them focused.
6.	Explain the local or global context for learning.
7.	Embrace partnership and leadership roles in class with self-awareness and adaptability.

Farmington Public Schools Framework for Teaching and Learning

Individual Responsibility - Teachers

1.	Give students opportunities to make choices about content, process, and/or product.
2.	Enact student-led classroom routines to encourage independence and resourcefulness.
3.	Introduce students to diverse role models who have overcome challenges and negative stereotype threats.
4.	Help students understand that mistakes, failures, and self-doubt are temporary and a normal part of the learning process.
5.	Develop the habit of reflection - monitoring one's own thinking and setting goals for improvement.
6.	Explicitly teach strategies for recognizing and regulating emotional states that impede learning.
7.	Model and discuss healthy ways to balance academic expectations, personal interests and family life.

Individual Responsibility - Students

1.	Know themselves as learners and make good choices about what, when, and how they want to learn.
2.	Take ownership for effective work habits and strategies that lead to productive outcomes.
3.	Seek role models and trusted adults who inspire confidence and model resilience.
4.	Persist through challenges and feelings of self-doubt.
5.	Learn to use metacognitive strategies to monitor thinking.
6.	Self-assess and reflect on achievement in order to set ambitious but attainable goals.
7.	Manage and regulate emotions in order to be ready to learn.

Your Rights

Non-Discrimination

Board Policy 5146

The Farmington Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, subject to the conditions and limitations established by law.

As a school district we stand in unity against any form of bias, harassment, discrimination, or hurtful treatment of individuals based on race, color, religion, sex, sexual orientation, gender identity or expression, ethnicity, national origin, alienage, ancestry, disability, or any other protected class. Diversity is a significant strength of our school community and we are committed to ensuring that every student feels respected and included in the social and academic aspects of their daily lives in school.

If you feel you have been treated with disrespect, bullied, harassed, or otherwise denied an opportunity because of their race, sex, sexual orientation, gender identity or expression, ethnicity, disability or any other protected characteristic, please promptly communicate with your child’s teacher, counselor, or a school administrator to report the situation.

While most issues concerning inappropriate student behavior are initially dealt with at the classroom level, concerns about bias, harassment or discrimination should be shared directly with a building administrator.

Anyone who has questions or concerns about this policy, or would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination, may contact:

Assistant Superintendent of Schools
1 Monteith Drive
Farmington, CT 06032
(860)-673-8270

The full Board policy on Non-Discrimination (Students), Policy 5146 and 5146A, is available on the Board of Education’s website at <https://www.fpsct.org/board-of-education/policies-and-regulations> or by clicking [this link](#) or upon request from the main office of any district school.

Equal Education Opportunity

In compliance with regulations of Title VI of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987, and American with Disabilities Act of 1991, the Farmington Board of Education has policies to ensure equal educational opportunities for all students at Irving Robbins Middle School.

Students have the right to participate fully in classroom instruction and extra-curricular activities regardless of age, sex, race, religion, national origin, color, handicapping conditions, gender identity or expression, sexual orientation or any reason not related to the student’s individual capabilities.

All inquiries regarding the above policy statements including questions of grievance should be directed to the Principal.

Title IX & Sexual Harassment Policy

Board Policy 5145 and 5145(A)

Farmington Public Schools prohibits any form of sex discrimination or sexual harassment in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board.

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (i.e., quid pro quo);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board’s education programs or activities; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Sexual harassment under Connecticut law means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student’s ability to participate in or benefit from a school’s educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

	<p>The District’s Title IX Coordinator is Kimberly Wynne, Assistant Superintendent of Schools. Any individual may make a report of sex discrimination and/or sexual harassment to any District employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:</p> <p>Kimberly Wynne, Assistant Superintendent of Schools 1 Monteith Drive Farmington, CT 06032 wynnek@fpsct.org 860-673-8270</p> <p>The full Board policy on Sex Discrimination and Sexual Harassment (Students), Policy 5145.5 and 5145.5(A), is available in the FPS District Information Booklet or on the Board of Education’s website at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
<p><u>Police in Schools/ Questioning and Apprehension</u></p> <p><i>Board Policy 5145.11</i></p>	<p>Schools are responsible for students during school hours, which includes protecting each student’s constitutional rights, assuring due process in questioning and arrest, and protecting students from any form of illegal coercion.</p> <p>When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:</p> <ol style="list-style-type: none"> 1. An attempt will be made to notify the student’s parents when a student is interviewed by police. 2. Students will be questioned as confidentially and inconspicuously as possible. <p>When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes; however, they may be permitted to question students in the schools when the procedures outlined above are observed.</p>
<p><u>Search and Seizure</u></p> <p><i>Board Policy 5145.12 and 5145.12 (A)</i></p>	<p><u>1. Search of Students and the Student’s Effects</u> Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and the student’s effects may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The way the search is conducted should be reasonably related to the objectives of the search and not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.</p> <p><u>2. Search of a Locker, Desk, and Other Storage Areas</u> Lockers, desks, and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband, or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.</p> <p>If the school administration reasonably suspects that a student is not maintaining a locker or other storage area assigned to them in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.</p> <p>When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.</p> <p>The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.</p> <p>Use of drug-detection dogs and metal detectors, similar detective devices; and/or breathalyzers and other passive alcohol screening devices may be used only on the express authorization of the Superintendent, in accordance with such procedures as the Superintendent may devise.</p>

IAR Administration, Faculty and Staff

<p><u>Administration</u> Lisa Kapcinski, Principal Lauren LaVecchia, Assistant Principal</p>	<p><u>Security</u> Abraham Velez</p> <p><u>School Resource Officer:</u> Tony Ruggiero</p>
<p><u>Main Office Staff</u> Whitney Boyajian, Attendance Bianca Ortiz, Administrative Assistant Heather Roy, Administrative Assistant</p>	<p><u>School Nurse</u> Karen Edgar</p>
<p><u>Monitors</u> Joan Dale Bryan Field Jennifer Mitchell Mark Wozniak David Gallo</p>	<p><u>Custodial Staff</u> Steve Poulin, Head Custodian Mark Duquette Lorena Estrada Harmony Landry Elizabeth Merced-Martinez Zani Mullaj Mark Roberts Huyen Tang</p>

Assignment	2023-2024 <i>Team Leaders & Coordinators are bolded</i>
Specialists	Humanities - Trish Irving STEM - Vanessa Therrien Data and Intervention - Julie Edmonds Technology Integration - Alex Schwartz
Team A	Language Arts - Laura Munafo Social Studies - Erica Williams Math - Jonathan Lilien Science - Caroline Beardsley World Language - Elizabeth Wilson Special Education - Rob Perrone School Counselor - Tara DiSorbo
Team B	Language Arts - Elizabeth Smith Social Studies - Jeffrey Yep Math - Brenda Schaefer Science - Matthew Hall World Language - Melissa Szkowny Special Education - Sarah Byrnes School Counselor - Allyson Mooney
Team C	Language Arts - Lisa Mishriky Social Studies - Tom Spinella Math - Brandy Brinton Science - Nancy Stacy World Language - Will Hook Special Education - Natalie Sheidt School Counselor - Nicole Jeracka
Team D	Language Arts - Maureen Russell Social Studies - Nathan Casarella Math - Karen Zyjeski Science - Sharon Becker World Language - Gabi Schneiter Special Education - Lauren Sitaro School Counselor - Tara DiSorbo
Team E	Language Arts - Kathleen Brennan Social Studies - Evan Belisle Math - Kendra Havens-McColgan Science - Beth Block World Language - Amy Clark-Garcia Special Education - Rob Perrone School Counselor - Nicole Jeracka

Team G	<p>Language Arts - Tricia Troxell Social Studies - Neva Wolf Math - Jennifer McDonald Science - Kerry Visone World Language - Alan Lizarraga Special Education - Marie DiPinto School Counselor - Allyson Mooney</p>
Special Area Teachers	<p>PE & Health</p> <ul style="list-style-type: none"> • Eric O'Toole • Ryan Flaherty • Steve Jarvis • Mackenzie Luiz <p>Music</p> <ul style="list-style-type: none"> • Carl Shugart • Cathy Sullivan • Emma Christolini <p>Art</p> <ul style="list-style-type: none"> • Laura Boehning • Corey Freer <p>Applied Physics & Engineering</p> <ul style="list-style-type: none"> • Dan Mikulak • Ibrahim Wali
Student Services	<p>Math Intervention</p> <ul style="list-style-type: none"> • Christine Bonini • Pam Fielding <p>Reading & Literacy</p> <ul style="list-style-type: none"> • Daryl Folz • TBD <p>Special Services</p> <ul style="list-style-type: none"> • Jessica Coviello, Special Education • Jennifer Cybert, School Psychologist • Austen Guglielmi, Special Education • Colleen Occhino, Speech & Language • Kristen Weglarz, BCBA • Kathleen Wiegard - ESL
Library/ILLT	<p>Library Media Specialist - Alysson Olsen Library Clerk - Jessica Wong</p>
Paraprofessionals	<p>Natasha Amato Brian Gottier Jenn Hauser Stan Holmes Ann Jurkiewicz Brianna Lavinier John Manganello Janice Maye Maurica Ocampo Holly Sterling Brian Stroh</p>

To e-mail a faculty member: lastnameinitial@fpsct.org



Time Schedules

Regular Day Daily Schedule 2023-2024

	Day 1 A & D Days	Day 2 B & E Days	Day 3 C & F Days
7:48 - 8:57 (69 minutes)	Period 1	Period 8	Period 6
9:01 - 10:04 (63 minutes)	Period 2	Period 12	Period 7
10:08 - 10:48 (40 minutes)	Period 3/9 Lunch/Elective/FLEX & Crew Advisory*	Period 3/9 Lunch/Elective/FLEX & Crew Advisory	Period 3/9 Lunch/Elective/FLEX & Crew Advisory
10:52 - 11:32 (40 minutes)	Period 4/10 Lunch/Elective/FLEX & Crew Advisory*	Period 4/10 Lunch/Elective/FLEX & Crew Advisory*	Period 4/10 Lunch/Elective/FLEX & Crew Advisory
11:36 - 12:16 (40 minutes)	Period 5/11 Lunch/Elective/FLEX & Crew Advisory*	Period 5/11 Lunch/Elective/FLEX & Crew Advisory*	Period 5/11 Lunch/Elective/FLEX & Crew Advisory
12:20 - 1:23 (63 minutes)	Period 6	Period 1	Period 8
1:27 - 2:30 (63 minutes)	Period 7	Period 2	Period 12

*In the three 40 minute periods, 7 & 8 students will have their lunch one period, their elective another period, and their CREW ADVISORY/FLEX for the remaining period.

Crew Advisory/FLEX Days:

Team	CREW ADVISORY	FLEX
Team A	Period 3	Period 9
Team B	Period 4	Period 10
Team C	Period 5	Period 11
Team D	Period 9	Period 3
Team E	Period 10	Period 4
Team G	Period 11	Period 5

Half- DaySchedule

Period	Time
CORE	7:48 - 8:33
CORE	8:37 - 9:18
MDB	9:22 - 9:52
MDB	9:56 - 10:26
MDB	10:30 - 11:00
CORE	11:04 - 11:45
CORE	11:49 - 12:30

One-Hour Delay	
Period	Time
CORE	8:48 - 9:45
CORE	9:49 - 10:42
MDB	10:46 - 11:20
MDB	11:24 - 11:58
MDB	12:02 - 12:36
CORE	12:40 - 1:33
CORE	1:37 - 2:30

90-Minute Delay	
Period	Time
CORE	9:18 - 10:09
CORE	10:13 - 11:02
MDB	11:06 - 11:36
MDB	11:40 - 12:10
MDB	12:14 - 12:44
CORE	12:48 - 1:37
CORE	1:41 - 2:30

Two-Hour Delay	
Period	Time
CORE	9:48 - 10:33
CORE	10:37 - 11:18
MDB	11:22 - 11:52
MDB	11:56 - 12:26
MDB	12:30 - 1:00
CORE	1:04 - 1:45
CORE	1:49 - 2:30

School-Wide Learner and Behavior Expectations

The learner and behavior expectations support a safe and positive school culture and climate.

Respect

- Acts with kindness, compassion and care
- Acts responsibly and safely
- Nurture positive relationships
- Create a sense of community

Integrity

- Acts with honesty and compassion
- Is respectful, inclusive and welcoming
- Strives for excellence
- Sees diversity as an asset and opportunity
- Makes wise decisions
- Regulates emotions
- Is humble

Service

- Seeks to understand different perspectives and lived experiences
- Is an active citizen and contributor
- Pursues new learning
- Contributes to community

Empowerment

- Persists through challenges
- Acts with confidence
- Rises and elevates others
- Is optimistic and open-minded
- Embraces feedback
- Seeks and brings joy

	BUS	HALLWAYS
<u>R</u>espect	Be safe: stay seated at all times. Treat the bus driver and your peers with kindness, courtesy and compassion. Keep your hands, feet, and personal objects to yourself. Respect property. Use appropriate language. Use earbuds or headphones if listening to music or audio. No eating or drinking on the bus, exception being bottled water. Keep the bus clean. Use a quiet voice.	Treat all in a polite and kind manner. Use an appropriate tone of voice and volume (inside voice), Keep locker clean and organized. Be safe: walk on the right side of the hallway.
<u>I</u>ntegrity	Report unkind, unsafe or inappropriate behavior to the bus driver.	Be considerate of other peoples' space. Leave all electronic devices in your locker.
<u>S</u>ervice	Be flexible with seating. Follow the bus driver's directions.	Help others. Wait your turn to move forward. Pick up trash.
<u>E</u>mpowerment	Make room for others to sit. Face forward and stay seated	Recognize personal space and property of others. Gather your materials and move swiftly to class.

	CLASSROOMS	CAFETERIA
Respect	<p>Be safe: follow the directions of the adult(s) in charge.</p> <p>Treat everyone with kindness, courtesy and compassion.</p> <p>Keep your hands, feet, and personal objects to yourself.</p> <p>Respect property.</p> <p>Use appropriate language.</p> <p>No eating or drinking (exception is bottled water).</p> <p>Keep the space clean.</p> <p>Keep your voice at an appropriate level.</p>	<p>Be safe: follow the directions of the adult(s) in charge.</p> <p>Treat everyone with kindness, courtesy and compassion.</p> <p>Keep your hands, feet, and personal objects to yourself.</p> <p>Respect property.</p> <p>Use appropriate language.</p> <p>Keep the space clean.</p> <p>Use an appropriate tone of voice and volume (inside voice).</p> <p>Keep your table clean.</p> <p>Stay seated.</p> <p>Be safe.</p>
Integrity	<p>Report unkind, unsafe or inappropriate behavior to the teacher.</p> <p>Do the right thing.</p>	<p>Be considerate of other peoples' space.</p> <p>Leave all electronic devices in your locker.</p>
Service	<p>Help others.</p> <p>Follow the adult's directions.</p> <p>Be patient.</p>	<p>Help others.</p> <p>Wait your turn while in line to get food and when entering/exiting the cafeteria.</p> <p>Pick up trash and discard it in trash cans.</p>
Empowerment	<p>Listen to understand.</p> <p>Embrace feedback.</p> <p>Elevate others.</p>	<p>Recognize personal space and property of others.</p> <p>Invite others to sit with you.</p>

	RECESS	BATHROOMS
Respect	<p>Be safe: use equipment appropriately.</p> <p>Follow the directions of the adult(s) in charge.</p> <p>Treat everyone with kindness, courtesy and compassion.</p> <p>Keep your hands, feet, and personal objects to yourself.</p> <p>Respect property.</p> <p>Use appropriate language.</p> <p>Dress appropriately for the weather.</p> <p>No eating or drinking (exception is bottled water).</p> <p>Keep your voice at an appropriate level.</p> <p>Stay within the appropriate boundaries.</p> <p>Come inside when the whistle blows..</p>	<p>Use the bathroom only for its intended purpose.</p> <p>Do not loiter or hang out.</p> <p>Give everyone privacy.</p> <p>Be safe.</p> <p>Respect property.</p> <p>Use appropriate language.</p> <p>Keep the space clean.</p> <p>Use an appropriate tone of voice and volume (inside voice).</p>
Integrity	<p>Report unkind, unsafe or inappropriate behavior to the teacher.</p> <p>Do the right thing.</p>	<p>Be considerate of other peoples' privacy.</p> <p>Leave all electronic devices in your locker.</p>
Service	<p>Help others.</p> <p>Follow the adult's directions.</p> <p>Be patient.</p> <p>Clean up after yourself.</p>	<p>Wait your turn.</p> <p>Clean up after yourself.</p>
Empowerment	<p>Recognize personal space and property of others.</p> <p>Invite others to hang out with you.</p> <p>Elevate others.</p>	<p>Respect others' privacy.</p>

Follow dress code and acceptable use of electronics policy.

Communication and Staying Informed

<u>Instagram</u>	Please follow the IAR Instagram account at @iarmiddle for the latest updates on school happenings.
<u>Team Website</u>	Teachers post their assignments everyday on the school’s website. To access a team’s website, click on the team’s name on the school’s website, https://www.fpsct.org/schools/iar/teams .
<u>Friday Folders</u>	Every Friday, the school sends IAR families an email with a link to important notices and information about the school, and activities, events, and programs sponsored by the school and community. We encourage you to read this information to stay up-to-date on current happenings at IAR. The link is https://www.fpsct.org/schools/iar/friday-folders .
<u>Open House and Family Conferences</u>	Open House and Family Conferences will be held in September and November, respectively. Open House provides an opportunity for parents and guardians to meet their child’s team of teachers and hear more about curricula and programs at IAR. Family conferences are designed for student-led conferences, where students showcase their progress on content-area standards and Vision of the Global Citizen standards. Detailed information will be sent in the Friday Folders in the weeks prior to these events.
<u>Community Conversations</u>	IAR values its partnership with families. As such, throughout the year, families are invited to attend community conversations with IAR administrators, designated educators and students for school information and updates. Information on when these events will occur will be published in the Friday Folder.
<u>Whom Should I Contact?</u>	Please know that we welcome your questions and are happy to hear from our families. Please reference this Whom Should I Call tip sheet to find guidance on who to call when inquiries arise.

Academic Information

<u>Core Beliefs</u>	At IAR, we believe all students can achieve and succeed at high levels as demonstrated through student-centered instruction and assessment practices. We are standards based and led, and believe in the principles of mastery-based learning, which can be found at https://www.fpsct.org/departments/curriculum-instruction/mastery-based-learning
<u>Purpose of Grades</u>	Grades communicate a student’s level of mastery relative to the current expectations. Students’ academic grades are based on what they know and can demonstrate on summative assessments that are aligned to critical standards. Student progress is communicated to parents through PowerSchool, trimester report cards, informal notices, and parent-teacher conferences. Parents and guardians are encouraged to communicate with their child’s teachers or school counselor whenever they have any questions or concerns. All forms of feedback (including grades) are used to adjust instruction and learning, to inform interventions, and to prompt extensions of learning.
<u>Practice, Preview & Preparation Work</u>	<p>Practice, Preview, and Preparation work, also known as homework and classwork, is required of students and is a key factor in their academic growth. This work provides students an opportunity to reinforce concepts, practice skills, and/or prepare for upcoming lessons. Therefore, students are expected to complete this Practice, Preview, and Preparation work to the best of their ability. Although this work is essential, homework that serves as practice, preview or preparation is not factored into a student’s academic grade, but is reported out on the Learner Expectation section of the report card (see below). Students should expect work to complete at home on a daily basis in each major content area. Board policy recommends total homework for middle-school students to be between 1½ and 2 hours daily. Typically, a student's homework for each class will not require more than thirty minutes to complete.</p> <p>With regard to Practice, Preview, and Preparation work, we expect all students to:</p> <ol style="list-style-type: none"> 1. complete all work to the best of their ability, according to directions, and turn in assignments on time. 2. demonstrate initiative, responsibility, and self-direction. “Initiative” means beginning and following through with a plan of action or a task; “responsibility” means having certain duties or obligations and being accountable for anything that happens or goes wrong; and “self-direction” means determining what is necessary to complete tasks thoroughly and on time. 3. organize their schedules so as to budget their time effectively. 4. apply study skills/strategies to aid in the completion of their work. 5. take the responsibility to make up any missing work within the allowed time. 6. take advantage of opportunities provided by the school to access materials and resources needed. 7. seek clarification and/or extra help with any assignment which they feel they cannot successfully complete.
<u>PowerSchool</u>	The PowerSchool portal allows parents and guardians to check their child’s academic progress in each class at any time.

We encourage parents and guardians to check PowerSchool on a regular basis and use it to have a conversation with their child about their academic performance. Students are also assigned PowerSchool access codes so they may check their grades at any time.

Report Cards

Report cards are emailed to parents/guardians three times a year at the close of each trimester. There are four major components to the report card:

Critical standards

Teachers issue a separate grade indicating the student’s level of mastery of key knowledge and skills in a subject relative to current standards. These are determined by a body of evidence collected during the trimester. We expect understanding to develop over time and thus provide students with multiple and varied opportunities to demonstrate mastery of knowledge and skills. Critical standards grades can be located in PowerSchool.

Letter Grade ranges correspond to the following standards grade as follows:

Level Name	(PowerSchool Code) (Number)	Descriptors
Advanced Level	(A-, A, A+) (90-100)	<u>Evidence shows mastery at the Advanced Level through:</u> <ul style="list-style-type: none"> ● Extensive and detailed knowledge ● Highly developed discipline-specific skills ● Transfer of skills to new contexts ● Efficient use of appropriate strategies ● Creation of insightful, original work/ideas/solutions
Goal Level	(B-, B, B+) (80-89)	<u>Evidence shows mastery at the Goal Level through:</u> <ul style="list-style-type: none"> ● Broad knowledge ● Proficiency in discipline-specific skills ● Ability to transfer skills to familiar contexts ● Effective use of appropriate strategies ● Creation of meaningful, original work / ideas / solutions
Satisfactory Level	(C-, C, C+) (70-79)	<u>Evidence shows mastery at the Satisfactory Level through:</u> <ul style="list-style-type: none"> ● Adequate knowledge ● Basic competency in discipline-specific skills ● Ability to apply skills to previously seen contexts ● Some use of appropriate strategies ● Creation of original work/ideas/solutions
Foundational Level	(D-, D, D+) (60-69)	<u>Evidence shows mastery at the Foundational Level through:</u> <ul style="list-style-type: none"> ● Basic knowledge ● Some demonstration of discipline-specific skills or transfer of skills ● Minimal evidence of original work/ideas/solutions
Not Yet Meeting Standard	(F) (50-59)	<u>Evidence does not yet show mastery because of:</u> <ul style="list-style-type: none"> ● Major or persistent misconceptions ● Lacking demonstration of discipline-specific skills or transfer of skills ● Lack or misuse of strategies ● No evidence of originality in work/ideas/solutions
Lacking Evidence	(F) (40)	<u>Lacking evidence of mastery because:</u> <ul style="list-style-type: none"> ● Work demonstrates no evidence of understanding ● Work not submitted or incomplete

Overall Letter Grades

These represent the overall performance of the student on assessments completed during the trimester. All teachers will provide students with their content areas’s grading and retake practices in the opening weeks of school.

Overall Letter Grade			
A+	97-99	D+	67-69
A	93-96	D	63-66
A-	90-92	D-	60-62
B+	87-89	F	Below 60 (Failing)
B	83-86	I	Incomplete
B-	80-82	M	Medical
C+	77-79	S	Satisfactory
C	73-76	S+	Satisfactory Plus
C-	70-72	S-	Satisfactory Minus
		U	Unsatisfactory

Learner Expectations

Learner Expectations assess habits of success that enable students to be self-directed, respectful members of the classroom community. Students are expected to engage in class discussions, to demonstrate academic responsibility, to collaborate with peers, and to persist in the face of challenges. Learner Expectations are essential skills that enable students to be successful learners, but they do not reflect achievement in and of themselves. As such, they are not used to determine levels of mastery in specific content areas and are not factored into the course grade.

LEARNER EXPECTATIONS	
Expectation	Indicators
<i>Demonstrates respectful behavior</i>	<ul style="list-style-type: none"> • Treats adults and peers in a polite and positive manner • Follows class norms and teacher directions • Respects school property and the property of others
<i>Demonstrates academic responsibility</i>	<ul style="list-style-type: none"> • Arrives prepared for learning • Submits homework and assignments in a timely manner
<i>Collaborates well with others</i>	<ul style="list-style-type: none"> • Participates in group dialogue and discussion • Asks questions and listens to the ideas of others • Contributes to the success of the group
<i>Persists in developing quality work</i>	<ul style="list-style-type: none"> • Uses rubrics and exemplars to self-assess • Seeks and uses feedback • Sets goals and works toward improvement • Continues to work hard in the face of challenge
Key: 1 = Student demonstrates expectation independently and consistently. 2 = Student demonstrates expectation with some teacher support. 3 = Student needs significant teacher support to demonstrate expectation.	

Sample Report Card

A student's report card for the third trimester might look like this for Mathematics:

Mathematics – Pre-Algebra 7	T3
Letter Grade	B+
Learner Expectations	
Demonstrates respectful behavior	1
Demonstrates academic responsibility	1
Collaborates well with others	1
Persists in developing quality work	1

Study Halls

Study halls are for studying or reading. Students assigned to study hall must come prepared to use their time wisely. The rules governing study halls will be determined and presented by study hall teachers, and students are expected to cooperate fully. Students are allowed to leave a study hall with a pass signed by a teacher stating the student's specific destination. Students excused for the entire study period must present a pass to the study hall teacher at the beginning of the period. Study hall teachers write passes only for the lavatory, Main Office, nurse, a locker, or in rare cases, the school counselor.

Electives

IAR is excited to offer elective options to students, which are offered in the mid-day block. These elective courses are as important as the core content-area subjects, and support IAR's belief in educating the whole child. Active student participation and work completion are required in elective courses.

Required Academic Testing

All students are required to participate in mandatory state testing. This includes the Smarter Balanced Assessments (SBA) in literacy and math, the Next Generation Science Standards (NGSS) in grade 8 science, and any other required mandatory testing required of the district. (i.e. NAPE, ect.). Additionally, each fall and spring, all students will receive a reading assessment.

Academic Support Process

The Academic Support Process is designed to identify and support students failing two or more core courses in a trimester. "Failing" means receiving a letter grade of F or a "below standard" in all knowledge and skills areas in the subject. This process is intended to increase students' sense of individual responsibility and accountability while continuing to encourage their involvement and engagement in class and school. A team consisting of the student's advisor, counselor and administrator meet with the student and, in some cases, their parents or guardians, to discuss the student's performance and

	develop an improvement plan. Advisors and counselors will monitor students' progress in following the plan. Follow-up meetings will be held to review progress and, if necessary, revise the plan.
<u>Participation in Activities</u>	Students with grades of F or "below standard," or who otherwise are missing significant amounts of work, may be restricted from participating in activities such as class trips, dances, picnics, and assemblies. Students may be required to complete all missing assignments, show adequate performance on assessments, and satisfy all school debts in order to be eligible to participate in these activities.
<u>Promotion & Retention</u>	Student promotion is dependent on each student's mastery and acquisition of the learning standards. Normally, students will progress annually from grade to grade. Students who fail to master basic learning standards will be provided remediation by the teaching staff during the school year and their parents/guardians will be notified of such. If remediation efforts fail to result in mastery of the learning standards, retention will be considered. This decision will be the responsibility of the teaching staff and principal, after prior notification and discussions with parents/guardians. The final decisions rest with the principal in accordance with regulations established by the superintendent. For more information, please refer to Board policy 5123(a) and regulation 5123, available on our website at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link .
<u>Recognition of Student Achievement</u>	Each trimester, teams recognize students for their achievement in formats that are developed by teams. These may include team assemblies, certificates, or other symbols and prizes. We do not have a formal "Honor Roll" system.
<u>Summer School</u>	Students who need additional time and learning to master critical standards may be required to successfully complete summer school as a condition of being promoted to the next grade level.
<u>Student Intervention Team</u>	Students with chronic academic, behavioral or attendance concerns may be referred to the Student Intervention Team (SIT), comprised of administrators, counselors, and the school specialists, who work in partnership with a student's team of teachers and advisor to support student improvement in the aforementioned areas. The SIT process is utilized as a precursor to referral to Special Services.
<u>Course Selection</u>	Each school year, IAR publishes a Program of Studies online, which lists the courses to be offered the following year. The Program of Studies is available on the IAR website. Teachers and counselors will guide students and families in the course selection process.

Student Responsibilities

<u>After-School Activities, Routines & Expectations</u>	<p>Students are welcome to stay after school for the following reasons:</p> <ul style="list-style-type: none"> ● To get extra help or do make-up work with their teachers. Students must obtain approval to stay with their teachers prior to the end of the school day. ● For a club, activity, or athletics. ● To serve a teacher or office detention. <p>Students staying after school may not go out to the bus area when classes end. Rather, they should gather any materials they will need from their locker and wait outside the area of their after-school activity until the teacher or advisor arrives. Once the late bell sounds (2:35 p.m.), all students staying after school should be in a supervised activity. Students may not wander around the building or go to their lockers without a teacher-issued pass. There are no after-school activities on Tuesdays due to teacher meetings.</p> <p>When after-school activities are finished, students are escorted to the cafeteria by their teacher or club advisor, or they are issued a pass from their teacher or club advisor to report directly to the cafeteria to wait for parent pick-up or the late bus. Students must wait there until their bus or ride arrives and may not wait on the sidewalk, patio, or parking lot. Monitors are on hand to supervise and assist students in the cafeteria until 4:00 p.m. All students must leave the building by late bus or parent pick-up by 4:00 p.m. Walkers must leave school promptly after finishing their activity.</p>
<u>End of the School Day</u>	Students are dismissed from class at 2:30 p.m., at which time they gather their books and materials, and report to the front of the building to board the buses. Buses depart IAR at approximately 2:40 p.m. Students should board their bus immediately after dismissal. If a student misses their bus, they must call home to arrange a ride.
<u>Evacuations, Lockdowns & Emergencies</u>	Evacuation drills are conducted regularly and may be held without prior notice. When the fire alarm sounds, students must stop whatever they are doing and file out of the building silently and in a safe, orderly manner. Students must follow the directions of any teacher or staff member and should move away from the building to their assigned waiting areas. During these drills, students must remain silent so that they may attend to any

	<p>directions from faculty and staff or other figures assisting in the drill.</p> <p>IAR conducts lockdown drills throughout the year. In the event of a lockdown drill, an announcement is made, then students must be completely silent and follow all directions from teachers, staff members, and law enforcement personnel. The use of electronic devices during a lockdown drill is strictly prohibited.</p> <p>Other drills related to safety and medical emergencies are also practiced at times during the school year. Students are to remain quiet and follow the directions of the adults in these situations.</p>
<p><u>Extra Help & Structured After-School Schedules</u></p>	<p>Teachers are available after school every day, except Tuesdays, to provide extra help to students. Students who need academic support are urged to meet with their teachers. Some students may be required to meet with their teachers after school from time to time or on a regular basis until they demonstrate mastery of standards.</p>
<p><u>Health/Medical Information and Procedures</u></p>	<p>The nurse is in the health office during school hours from 7:40 a.m. to 2:30 p.m. daily. The health office is located next to the Main Office at the top of the ramp. If a student becomes seriously ill or injured during the school day, report to the nurse's office or the nurse will be called immediately. For less serious illness, students must first report to class and get a pass from their classroom teacher. If the nurse is not in her office, report directly to the main office. Please do not use the lavatory as a place to recover.</p> <p><u>Health Assessments/Physical Examinations</u> Board policy 5141.3A outlines the required health assessments and screenings. This policy is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p> <p><u>Medication Administration During School Hours</u> No medication (including Tylenol, Advil, and all over-the-counter medications) may be administered by any school personnel without (1) the written medication order of the authorized prescriber; (2) the written authorization of the student's parent or guardian; and (3) the written permission of a parent for exchange of information between the prescriber and school nurse to ensure safe administration of the medication.</p> <p>Medication to be administered at school must be delivered by a parent/guardian, in the original pharmacy bottle, with no more than a 90-day supply, and must be kept in the health office. Under certain circumstances and with written permission and approval of the school nurse, some medications may be carried and self-administered by the student.</p> <p>The Board's entire policy on Administration of Medication, Policy 5141.21, is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link. PLEASE NOTE: CONTROLLED MEDICATIONS CANNOT BE CARRIED OR ADMINISTERED. This includes Tylenol and other over the counter medications.</p> <p><u>Communicable Disease Information</u> Please contact the school nurse for any questions or information regarding communicable disease information. Any student who has been diagnosed with a communicable disease by their physician must contact the school nurse for re-entry.</p> <p><u>Crutches and Wheelchairs</u> Students who require crutches or wheelchair use while at school will need a physician's note stating the diagnosis (reason), length of time needed, and any additional accommodations. Students will report to the school nurse following an injury or surgical procedure with the note from the physician upon returning to school. The school nurse will review safety issues related to crutches/wheelchair usage while in the school building.</p>
<p><u>Medical Early Dismissal</u></p>	<p>The school nurse will dismiss a student who meets criteria for school exclusion as dictated by the Board of Education policy and standing medical orders as written by the school medical advisor. This includes fever of 100 F or higher, vomiting, two or more episodes of diarrhea, or illness or injury that the school nurse deems incompatible with the learning environment. The school nurse will contact the parent/guardian to arrange dismissal. Students must sign out with the attendance secretary before leaving school. Only the parent/guardian or individual identified on the student's emergency information will be allowed to transport the student from school. Arrangements for alternate persons to transport an ill student must be provided to the nurse in writing. All nurse-dismissed absences would be considered excused.</p> <p>If a parent/guardian decides to dismiss their student for a medical reason that the school nurse has not determined requires dismissal, this would be considered a parent/guardian dismissal. The parent/guardian would then have to go to the attendance office, fill out the attendance dismissal paperwork, and their child would be called down for dismissal by the attendance secretary. As per attendance policy, only the student's first 9 absences can be excused by a parent/guardian. Absences after the 9th must be accompanied by a doctor's note in order to be considered excused. Multiple unexcused absences from any individual class can result in loss of credit in accordance with the credit policy.</p>

<p><u>Medical Excuse from Physical Education</u></p>	<p>A parent/guardian may excuse their student from P.E. for 1-2 days for illness or mild injury by writing a note to be reviewed by the school nurse and shared with the P.E. teacher. If a student must be exempt from P.E. for a longer time period, a physician's note is required and must be reviewed by the school nurse. The note must include the illness or injury and duration of time the student is to be excused from P.E. Alternate assignments will be provided by the P.E. teacher. The student will not be able to return to P.E. until cleared by the physician.</p> <p>A medical excuse is valid for a part of the school year or the entire school year only. If you require a medical excuse from one school year to the next, you must repeat the excuse procedure at the start of each school year.</p>
<p><u>Lockers</u></p>	<p>Students are assigned both a hallway locker and a gym locker. <i>Students are expected to store their materials in their lockers, and students may not carry backpacks, book bags, or cell phones/ipods/earbuds with them throughout the day.</i> Lockers must be locked at all times with school-assigned locks. Any student losing a lock must purchase a replacement from the Main Office for \$5. Students should not share their lock combinations with other students. The school does not assume responsibility for the loss of any student's personal property. Students are advised not to bring large sums of money or personal property of substantial value to school.</p> <p>The use of lockers and other storage areas by students is a privilege. Lockers are not to be abused by kicking, slamming, or being forced open. <u>ALL LOCKERS REMAIN THE PROPERTY OF THE TOWN OF FARMINGTON AND MAY BE OPENED FOR INSPECTION BY SCHOOL ADMINISTRATORS OR DESIGNEES IN ACCORDANCE WITH THE BOARD'S POLICY ON SEARCH AND SEIZURE.</u> This policy, Policy 5145.12, is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
<p><u>Pass Privileges</u></p>	<p>Students are required to have a pass written by a teacher or a lanyard from a teacher when leaving the classroom, study hall, or other instructional area. The pass must contain name, origin, destination, time, and signature. Violations of this policy may result in the loss of pass privileges or other disciplinary consequences.</p>
<p><u>Safety Glasses and Procedures</u></p>	<p>Students are required to follow all safety procedures and to wear safety glasses as instructed by classroom teachers during science labs, and other classes as needed.</p>
<p><u>Sale of Food, Candy, and Beverages</u></p>	<p>The sale of food, candy, and beverages on school grounds during the school day is prohibited.</p>
<p><u>Student Email Accounts</u></p>	<p>All IAR students have a school email account (ending in fpsct.org) allowing them to access a variety of communication and collaboration tools and Naviance. This email account is the property of the Farmington Public Schools and may be used only for work connected to school and to communicate with teachers and administrators. It may not be used for any other purpose. In addition, teachers and administrators will accept emails from students only if they are sent from school email accounts. Students should understand that this is not a private email account, and school officials may view emails through this account at any time without notice. Use of your school email account is covered by the Board policy on Student Use of the District's Computer Systems, as well as other school rules, including those found in the student behavioral expectations and practices section of this handbook. Board policy 5134 addresses student use of the District's computer systems and internet safety and is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
<p><u>Study Halls</u></p>	<p>Study Halls are designed to provide students an opportunity to engage in academics as independent learners in a collaborative setting. Attendance is taken in all study halls and unexcused absences are considered class cuts. In order to maintain the proper atmosphere in study halls, students must abide by all the rules established for that student hall.</p>
<p><u>School Property, Textbooks and School-Issued Equipment</u></p>	<p>All textbooks and school equipment are the property of the Farmington Public Schools and are to be preserved carefully. Students and their parents/guardians are responsible for the care of textbooks and other school equipment assigned to them, including chromebooks and their accessories. Students who abuse or lose school property will be charged for replacement. Unpaid charges will result in the withholding of report cards and ineligibility to participate in year-end activities.</p>
<p><u>Social Functions</u></p>	<p>Students must follow all school rules while attending any school-sponsored event or activity, whether or not the event or activity occurs on/off school grounds. Students must dress appropriately for all such events and activities. Any student who, without permission, leaves the building during such an event or activity will not be re-admitted without the approval of the administration and may be subject to disciplinary action. Only IAR students may attend our social events and functions.</p>

<u>Visitors and School Safety</u>	<p>Student Visitors: Only prospective students will be allowed as visitors. Prospective students must be cleared through school counseling before the request is presented to the administration and a visitor’s pass is issued. A 24-hour notice is required.</p> <p>Adult Visitors: - Adult visitors must enter the building through the main entrance. Visitors must ring the bell and explain the reason for their visit prior to being admitted to the building. All visitors must sign in at the security vestibule, must provide photo identification, and must wear a visitor’s badge at all times. Visitors who need to go to a classroom or other area outside the Main Office must be escorted by a staff member at all times. Visitors must return to the security vestibule at the end of their visit to return the visitor’s badge and sign out. This protocol may be subject to change based on health protocols and recommendations from the CDC and the FVHD. Students are encouraged to alert a teacher or an administrator when they see someone or something suspicious in the school. Board policy 1250 addresses student visitors in school and is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
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General Information

<u>Advertising/ Posting of Signs</u>	<p>All advertising or signs (no more than 10 signs per event or group) dealing with student activities must be approved by the Student Activities Director before being placed on display. They will then be stamped with an approval stamp indicating the last day the sign may be posted. Custodians will remove any unstamped or expired signs. Approved signs should not be posted on any painted surface nor damage any other surface. It is acceptable to tape signs to brick walls. Outside groups or organizations are not permitted to post signs without approval of an administrator.</p>
<u>Breakfast</u>	<p>Grab-n-go breakfast is offered to students from 7:40 to 7:48 a.m. in the school cafeteria. Students should grab breakfast immediately upon arrival and proceed to their first class by 7:48 a.m.</p>
<u>Bus Evacuation</u>	<p>During the year, students are required to participate in a practice bus evacuation. Generally, these take place upon bus arrival in the morning. Students are to follow the directions of the adults in charge. Students should exit starting from the back of the bus.</p>
<u>CREW Advisory/Flex (mid-day advisory, challenge and support block)</u>	<p>Crew Advisory/Flex takes place in the midday block. Crew Advisory supports positive school culture and climate, and supports strong relationships amongst all members of the school, with a specific emphasis on a student’s “Crew” (advisory group). The Crew Advisory program supports students’ mastery of the VOGC skills and other academic, social and emotional skills that are foundational for student well-being and success. This time of the day is used responsively and provides opportunities for students to monitor their academic progress and mastery of the VOGC skills, and also serves as time for students to meet with their teachers for academic support or challenge. Any student who is assigned by their teacher to meet with an educator during this time for additional academic support/challenge are required to do so. Attendance to Crew/Flex is mandatory for all students.</p>
<u>Dances</u>	<p>Guests: Guests are not permitted at IAR dances. Times: School dances will take place from 6:30 p.m. to 8:00 p.m., and students must be in attendance by 6:45 p.m.. Arrangements for transportation home should be made prior to the dance. Conduct: All rules for behavior listed in the student handbook will apply, including appropriate dress and prohibited use of cell phones/electronic devices. Parents/guardians may be called to pick up a student whose clothes or dancing is deemed inappropriate, or who is found in possession of a cell phone/electronic device. Ticket Sales: No tickets will be sold at the door. All tickets must be purchased ahead of time.</p>
<u>Fire Alarms</u>	<p>When the fire alarm sounds, students are to stop all work immediately and follow the teacher's instructions for leaving the building. Signs indicating the appropriate exits are posted in each room. Students must exit the building in a quiet, orderly manner and proceed with the teacher to the outside waiting area designated for that class. Teachers will take attendance once the class has gathered at the outside waiting area. The names of missing students will be reported to the administration. No one is to go to his or her lockers for clothing prior to evacuation of the building.</p>
<u>Fundraising Activities</u> <i>Board Policy 5129 and 5129(A)</i>	<p>Students may engage in raising funds for school-sponsored activities, subject to the provision of certain regulations. No such fund-raising activities may involve door-to-door solicitation in the community by students. Fundraising activities cannot be initiated until prior approval is secured. To the greatest extent practicable, such requests shall be made at least two months prior to the commencement of the activity in writing to the Principal. Upon receipt of approval from the Principal or designee, the request shall then be forwarded to Superintendent or designee for approval. To be approved, a fundraising activity must be conducted for the educational benefit of students and satisfy all of the criteria outlined in the Board policy 5129 and 5129(A), Fundraising Activities, available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>

<u>Homebound Instruction</u>	<p>Instruction at home is provided for medical or other special education related reasons in accordance with state and federal law.</p> <p><i>Questions about homebound instruction should be directed to the Director of Special Services at 860-677-1791, or to a student's school counselor.</i></p>
<u>Late Buses</u>	Late buses are generally available to students at 4:00 p.m. Monday, Wednesday, Thursday and Friday. No late buses are provided on the early release Professional Development half days.
<u>Library Media Center</u>	Students are encouraged to use the school library. It is open from 7:40 a.m. to 7:48 a.m., throughout the day (students need passes), and from 2:30 p.m. to 3:10 p.m. every day except Tuesdays. The Library/Media Center offers many options to assist students with their assignments and enjoyment of recreational reading.

<u>Morning Opening Exercises</u>	<p>The morning opening exercises shall include an opportunity at the start of each school day to allow those students who wish to do so to observe a moment of silent meditation and an opportunity to recite the Pledge of Allegiance. For more information, please refer to Board policy 6115, School Ceremonies & Observances, available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
<u>Passing Periods & Bells</u>	IAR follows a rotating bell schedule. There is 4-minute passing time between periods in order to allow students to move between classes and use the restroom. Students are expected to arrive to class on time and to be prepared for learning. Students must follow the locker-use schedules developed by their teams.
<u>School Closing</u>	<p>A decision to close school or delay the opening of school because of inclement weather or any other emergency is made by the Superintendent of Schools.</p> <p>Local radio stations will be notified if the schools are to be closed for the day or if the opening of school is to be delayed. Announcements will be broadcast starting at 6:30 a.m. This information can also be found on various local news stations and on their websites. It will also be posted at www.fpsct.org.</p> <p>You are requested not to call the school or the radio station.</p>
<u>School Counseling Appointments</u>	<p>IAR's counselors, the IAR social worker and the School Psychologist are located in the Counseling Center. They are available to help students with academics, social and emotional concerns, and college and career planning through developmentally appropriate lessons. Students should request a pass from their counselor or the counseling secretary before or after school. Generally, passes are assigned for study hall periods so students do not miss instruction. In rare cases, teachers may permit students to go to the counseling office during other periods of the day, and counselors may call students out of class. In addition to counselors, the social worker, and the school psychologist, teachers, administrators, and the nurse are available to work with students experiencing sensitive and/or personal matters.</p> <p>In the case of an emergency related to student safety, students should go directly to the School Counseling Office and speak with the administrative assistant. If a student or family needs support outside of school hours, please call the Infoline at 2-1-1 for any service or program, or 911.</p>
<u>School Counselors</u>	Each student is assigned a school counselor. School counselors assist students with academic planning, personal counseling, and with college and career planning through developmental counseling lessons taught in the classroom. Individual appointments may be scheduled during a free period or study hall.
<u>School Hours</u>	Students must be in school by 7:40 a.m, and in their first class by 7:48 a.m.. Any student who arrives after 7:48 will be marked as tardy. Students with excessive tardies may receive disciplinary consequences.
<u>School Telephones</u>	Students may use an office or classroom phone only with the permission of a teacher or staff member.
<u>Unauthorized Visitors</u>	Any person attempting to visit or gain entry without prior permission or approval will be subject to law enforcement. Students are prohibited from opening doors for outsiders to gain entry into the building.
<u>Withdrawing from School</u>	If you withdraw from school, you must notify the school counseling office of your interest to withdraw and see that the necessary forms are completed. If you are 18 or older, you may withdraw yourself from school.

<p><u>Attendance Policy</u></p>	<p>Regular attendance at school is critical to students’ success and is required by district policy and Connecticut law. The loss of classroom instructional time because of absences adversely impacts both student learning and academic success. It also prevents the learning that occurs because of the interaction and the exchange of ideas among students and between the students and the teacher. Students have a responsibility to attend classes and be on time. Make-up work will not be provided for classes missed due to unexcused absences. In the event of an excused absence, it is the student’s responsibility to ask teachers for make-up assignments.</p> <p>IAR monitors students’ attendance, reporting it on each report card.</p>
<p><u>Excused and Unexcused Absences</u></p> <p><i>Board Policy 5113.2 and 5113.2(A)</i></p>	<p>Whether an absence is excused or unexcused is determined by Connecticut state law and Board policy. The Board policy is available on the Board of Education’s website at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p> <p><u>Excused Absences</u></p> <ol style="list-style-type: none"> 1. A student’s first nine (9) absences are considered excused when his/her parent/guardian submits appropriate written documentation to the school to explain the reason for and the length of the absence. 2. For the tenth (10th) absence and all subsequent absences, a student’s absence from school is considered excused only for the following reasons: <ol style="list-style-type: none"> a. Student illness (Note: All such student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of length of absence) b. Student’s observance of a religious holiday c. Funeral or death in the student’s family, or other emergency beyond the control of the student’s family d. Mandated court appearances (documentation required) e. The lack of transportation that is normally provided by a district other than the one the student attends, or f. Extraordinary educational opportunities pre-approved by building administrators and in accordance with the Connecticut State Department of Education guidelines <p>Parents/guardians cannot excuse any absence beyond the ninth (9th) absence without meeting the above guidelines and providing appropriate documentation.</p> <p><u>Unexcused Absences</u></p> <p>A student’s absence from school is considered unexcused unless the absence:</p> <ol style="list-style-type: none"> 1. Meets the definition for an excused absence and the documentation requirements are satisfied, or 2. Is the result of a school or district disciplinary action
<p><u>Mental Health Wellness Days</u></p>	<p>Students are limited to two (2) mental health wellness (MHW) days per school year to attend to a student’s emotional and psychological well-being. A parent must provide written documentation excusing this type of absence. MHW days cannot be taken on consecutive school days, (e.g., Friday and Monday, Wednesday and Thursday).</p>
<p><u>Loss of Privileges</u></p>	<p>Patterns of unexcused absences will prompt intervention services designed to support the student’s ability to regularly attend classes. These include attendance meetings with students and families, support from school counselors and/or case managers, social workers, and school psychologists and referrals to town services.</p> <p>Failure to attend school also results in the inability to access extra-curricular programming. For example, students who do not attend school may not attend after school clubs, events, sports and/or activities on that day. Friday absences impact the ability to participate in school sponsored weekend events.</p>
<p><u>Reporting Absences</u></p>	<p>Parents/guardians must call the school at 860-677-2683 on the day of their child’s absence. This should be done before 8:00 in the morning in order to ensure accurate records. Parents/guardians must provide a note and other necessary documentation (see policy on excused and unexcused absences) to the school on the day of the student’s return to school.</p>
<p><u>Lateness/ Tardiness to School</u></p>	<p>Students and their families should plan on arriving at school by 7:40 a.m. This gives students sufficient time to organize themselves for the day. Students who are not in their homeroom by the 7:48 a.m. bell are considered “tardy to school”. Tardy students must report to the Main Office or designated sign-in station to sign in. Tardy students should be accompanied by a parent or guardian and/or have a parent/guardian note explaining the reason for tardiness. Excessive tardiness can lead to the loss of privileges such as participation in dances, co-curricular activities/sports, etc. Chronic tardiness to school may lead to additional consequences, up to and including disciplinary consequences.</p>

<u>Truancy</u>	Under Connecticut law and Board of Education policy, a “truant” is defined as any student, ages 5-18 inclusive, who has four (4) unexcused absences in a month or ten (10) unexcused absences in a school year. Truancy is a serious concern and is dealt with in a manner that aligns to the concern. Parents or guardians of students who are truant must attend a meeting with school administrators to review the reasons for the truancy and resolve the truancy problem. The Board policy on Student Attendance, Truancy, and Chronic Absenteeism is available on the Board of Education’s website at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link .
<u>Early Dismissal</u>	A student may be dismissed from school early only for one of the acceptable reasons for absence (see above). Staff members will not excuse any student from school early or into anyone’s custody without the prior approval and knowledge of an administrator and provided the student brings a written note from his or her parent or guardian to the Main Office before 8:00 a.m. When a written note is not possible, students will be released only to their parent or guardian or to an individual specifically authorized by the parent or guardian. In such cases, the parent or person shall sign a release form provided by the Main Office. In case of student illness or other emergency necessitating early dismissal, the principal or his designee will notify the parent or guardian before dismissing the student. Any adult picking up a student early from school must show photo identification in the Main Office. A parent or guardian must pick the student up in the security vestibule and the student must sign out before leaving the building. If a student returns to school before the end of the school day, he or she must come to the security vestibule with a parent or guardian to sign back in.
<u>Attendance for State Exams</u>	All students must attend and take all state exams (i.e., NGSS, SBA, etc.) as mandated by the State Department of Education.
<u>Parent/Guardian Business/Vacation Trips</u>	Parents/guardians should provide the school, prior to a parent/guardian vacation/business trip, with the name and number of the individual responsible for their child. This is important in terms of illness, early dismissals, and absences. No early dismissals will be granted without such notification.
<u>Family Vacations or Trips While School is in Session</u>	We strongly discourage parents/guardians from taking students out of school for personal vacations or trips while school is in session. Thus, <u>we do not approve such vacations or trips</u> . Such absences cause students to miss important curriculum and instruction, collaborative work, assessments, and assignments that are essential for learning and academic success. Vacations and trips also serve to “deplete” students’ first nine excused absences (see below for more information), thus requiring parents to provide written documentation from a physician for every subsequent illness-related absence in order for such absence to be considered excused. Work is not provided in advance for students who will be absent for vacations or trips while school is in session.
<u>Make-Up Work Due to Absence</u>	Students are responsible for making up missed work when they absent from school. Students should consult their teacher’s Google classroom and/or team’s website to view the daily assignments. Generally, students have the same number of days to complete and turn in make-up work as they were absent (e.g., a student absent for three days has three days to make up the work).
<u>Required Attendance for Participation in After-School Activities</u>	Students must attend school for at least four hours in order to participate in any school-sponsored activity or event that day or evening, unless due to special circumstances for which an administrator has granted approval. This applies to practice sessions, meetings, rehearsals, games, concerts and other performances, trips, and other activities.

Arrival and Departure From School

<u>Student Drop-Off & Pick-Up</u>	<p>Students whose parents/guardians drop them off at school need to arrive by 7:40 a.m. Because there is no planned supervision of students before 7:40 a.m., students who arrive early remain the responsibility of their parents/guardians until that time.</p> <p>Parents/guardians should drop students off at the west end of the building near the cafeteria. Students should not be dropped off at the main entrance before 7:55 a.m. because some buses may arrive late. A study conducted by the Farmington Police Department and school administrators determined that the safety of children can be guaranteed only if student drop-offs at the main entrance are restricted before 7:55 a.m. This policy is enforced by official town traffic signs and police patrols.</p> <p>Parents/guardians who pick their students up after school should do so in the parking lot near the cafeteria. Students who stay after school must wait in the cafeteria under the supervision of a monitor until they are picked up. All students must be picked up by 4:00 p.m.</p>
<u>Buses & Bus Stops</u>	Riding the school bus is a privilege, not a right. Students may lose their bus privileges for violating bus or school rules. Bus ridership is conditioned on students following all bus rules and acting appropriately and

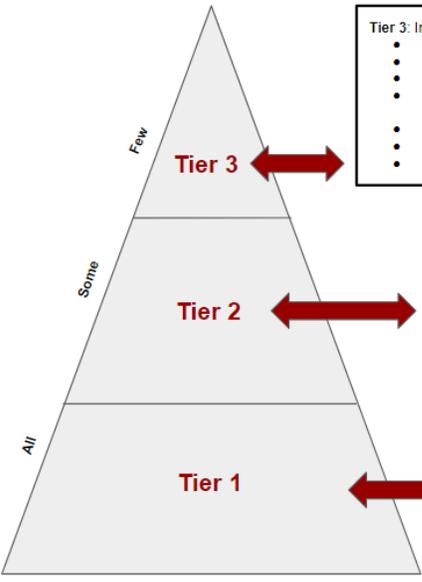
	respectfully at all times. All school rules apply on the bus and at the bus stop. Any conduct on a bus or at a bus stop that interferes with the safety or comfort of other students or that distracts the driver will not be tolerated. All students must respect the bus driver and follow their directions at all times. Students also must demonstrate respect to each other.
<u>Bus or Walking/Biking Passes</u>	Students may ride only their assigned buses. Students who ride a bus but wish to walk and/or use their bicycle to and from school, must submit a note from a parent/guardian granting them permission to do so, In addition, upon review of the parent/guardian note, a school administrator must also grant permission from a student to change their mode of transportation.

Acceptable Use of Electronic Communications

<p>The Farmington Public Schools provides access to electronic communication systems for students and employees. The purpose of these systems is to increase the effectiveness of the delivery of educational services. Electronic communication systems (hereinafter the “systems”) include, but are not limited to, computers, facsimile machines, electronic mail, voice mail, and network access technology through the school district’s electronic network to various information services including the Internet and other online services. In order to maximize the benefits of these systems to the Farmington Public Schools, employees and students, the following regulations shall govern use of the system.</p>	
<u>Privacy</u>	Network storage areas and all electronic communications may be reviewed by system administrators to maintain system integrity and to ensure that students and employees are using the systems in a manner consistent with this policy and regulations. The administration reserves the right to periodically monitor, access and audit any information stored or transmitted over these systems with or without notice to employees or students, consistent with applicable law. Information stored, processed or copied on these systems is not confidential. Passwords and access codes are designed to provide systems security from unauthorized users.
<u>Inappropriate Materials or Language</u>	All systems users shall refrain from sending any form of harassing, threatening or intimidating messages at any time to any person. System users shall not attempt to access materials which condone the commission of unlawful acts, advocate or condone violence or discrimination towards other people, (i.e. hate literature, cyberbullying), or are pornographic in nature.
<u>Illegal Copying</u>	Systems users shall not download or install any commercial software, shareware or freeware into network drives or disks unless they have written permission from the designated network administrator. No one shall copy other people’s work or trespass in others’ files.
<u>Confidentiality</u>	Sending any message or information that violates the Farmington Public Schools confidentiality requirements or the confidentiality of student or employee information is prohibited.
<u>Vandalism</u>	Students shall not engage in vandalism while using the services offered through the systems. Vandalism is defined as any malicious attempt to harm or destroy the state of another user, damage the computer equipment or the Internet or other networks. This includes, but is not limited to, creating and/or uploading computer viruses or any attempt to change or modify the systems or by-pass a password protected area of the network.
<u>Complaints or Problems of Misuse</u>	Students who receive any harassing, threatening or intimidating electronic communications shall report and provide a copy, if available, of threatening material to a school administrator as soon as possible. No student should be expected to tolerate such treatment, regardless of the identity of the sender of the message.
<u>Disciplinary Action</u>	Any user violating these provisions, applicable State and Federal laws, or posted classroom or systems rules is subject to loss of network privileges and other disciplinary options, up to and including expulsion for students.
<u>Revocation of Permission to Use Systems</u>	The use of the systems is a privilege, not a right, and may be revoked if abused. School administrators will make the final determination as to what constitutes acceptable use, within the meaning of regulations, and the penalties for violators. Violators will be held liable for all costs incurred for intentional damages to the systems.
<u>Student Email Accounts</u>	All IAR students have a school email account (ending in <i>.fpsct.org</i>) allowing them to access a variety of communication and collaboration tools and Naviance. This email account is the property of the Farmington Public Schools and may be used only for work connected to school and to communicate with teachers and administrators. It may not be used for any other purpose. In addition, teachers and administrators will accept emails from students only if they are sent from school email accounts. This is not a private email account, and school officials may view emails through this account at any time without notice. Student use of school email accounts is covered by the Acceptable Use of Electronic Communications policy as well as other school rules, including those found in the Student Behavioral Expectations and Practices section of this handbook.

<p><u>Electronic Devices (Cell Phones, MP3 players, electronic games, etc.)</u></p>	<p>We believe that cell phones and other electronic devices have great potential to distract students from learning. Therefore, students may not use or carry cell phones, iPods, iPads, electronic games or other electronic devices during the school day. When students enter the building, they must remove headphones/airpods, turn off their devices and place them in their locker for the entirety of the day, including lunch. Students may not bring laptops, iPads, or chromebooks from home. Only school-issued chromebooks and wired headphones should be used at school. If a student is found in possession of such a device, the device will be confiscated and turned into the Main Office. For the first offense, the student may retrieve the device at the end of the school day after speaking to an administrator. If a student violates this rule a second time, a parent or guardian must come to the school to retrieve the device. The school is not responsible for any damages done to personal electronic devices on school grounds. Therefore, students are highly encouraged to leave personal devices at home.</p> <p>Students are not allowed to take pictures of or record (audio or video) other students or adults while in school or at school functions without the consent of the people being filmed <u>and</u> teacher or administrator approval.</p> <p>Consequences: Students who violate this policy will have their electronic device confiscated by a staff member at the time of the incident and turned over to the main office. After a first offense of the policy, students may retrieve their device in the office after the school day has concluded. Students who violate this policy a second time will have their device confiscated by a staff member and must have their parent/guardian come to school to retrieve the device at the conclusion of the school day. If a parent/guardian is unable to come in to pick up the device, the device will be held in the main office for three (3) school days after which time it will be returned to the student. Any student who refuses to surrender an electronic device to a staff member when directed or who continues to violate this policy will be considered insubordinate and will be subject to serious disciplinary consequences.</p> <p>In no case will any personal communication device that provides for a wireless, unfiltered connection to the Internet or any device which has the capability to take photographs/videos/recordings of any kind be used for such purposes without the express permission of a teacher or administrator. Laser pens and pointers are prohibited in school. Students violating these restrictions will be subject to disciplinary action. Students may not use their devices to create, store, or share inappropriate photographs, videos, or text messages. Any violations of this policy will be reported to the administration and may be referred to the police.</p> <p>Students bring all electronic devices to school at their own risk. Farmington Public Schools, Irving A Robbins Middle School, its faculty and staff are NOT responsible for any damaged, missing, or stolen devices.</p>
<p><u>School-Issued Chromebooks</u></p>	<p>Students are responsible for their school-issued chromebook. Students may only use school-issued devices on school grounds. Students should maintain the safety and security of their device and of their password(s). They should also handle their chromebook with care. Any damage will be reported to administration, and families will be notified. Replacement fees will be charged due to any intentional damage.</p>

Student Behavioral Expectations & Practices

<p><u>Student Discipline</u></p> <p><i>Board Policy 5131</i></p>	<p>All students at Irving Robbins Middle School are expected to demonstrate appropriate and respectful behavior toward others, self, and property. As middle schoolers, students are empowered with making good choices about their behaviors, relationships, and decisions. All adults are prepared to support students and encourage appropriate decision-making. By working together, a healthy and productive learning environment will exist for everyone.</p> <p>Conduct on school grounds, on school transportation, or at a school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property may result in a suspension or expulsion. Conduct off school grounds may result in discipline, including suspension and/or expulsion, if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.</p> <p>The Board's Student Discipline policy is available on the Board of Education's website at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p> <p>Below is a list of consequences for certain behaviors which violate the Board's Student Discipline policy. Students should be aware that the consequences below are intended to serve as guidelines and that school administration reserves the right to deviate from the listed consequences. Situations not covered below will be handled at the discretion of the administration. A complete copy of the Board's Student Discipline policy, including a complete list of offenses that violate the Board's policy, may be found at www.fpsct.org.</p>
<p><u>Restorative Practices</u></p>	<p>All members of the IAR community contribute to our school's climate and culture. To that end, IAR utilizes restorative practices to repair harm/conflict and provide individual circles of support for students at school. The most critical function of restorative practices is building and restoring relationships.</p>
<p><u>3-Tiered System of Intervention</u></p>	<p>All faculty and staff utilize a school-wide, 3-Tiered behavior intervention system with students when a behavior issue arises.</p> <p style="text-align: center;"><u>PBIS: School-Wide Response to Student Behavior</u></p>  <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Tier 3: In main office, with administrator or designee</p> <ul style="list-style-type: none"> • Address misbehavior and impact • State expected behavior • Restorative consequence(s); teach appropriate strategies • Behavioral consequences (i.e. pass restriction, loss of privileges, lunch detention, after school detention,, ISS, OSS, etc..) • Parent contact required • Share outcomes with teacher, counselor, case manager • Positive feedback when behavior is corrected </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Tier 2: In class, in private:</p> <ul style="list-style-type: none"> • Discuss expected behavior and impact of the misbehavior • Teacher assigned consequence (i.e. after-school detention, restorative reflection, loss of privilege, parent conference, behavior plan, etc.) <ul style="list-style-type: none"> ◦ Discuss expected behavior ◦ Re-establish positive partnership • Parent contact required; counselor and case manager contact required • Complete and submit Tier 2 infraction form • Follow up with student within a few days • Positive feedback when behavior is corrected </div> <div style="border: 1px solid black; padding: 5px;"> <p>Tier 1: In class, in the moment:</p> <ul style="list-style-type: none"> • Address misbehavior immediately • State expected behavior • Stress the importance of the learning partnership • Positive feedback when behavior is corrected • Parent contact encouraged • Complete and submit Tier 1 infraction form • Follow up with student within a few days </div>
<p><u>Teacher-Assigned Consequences</u></p>	<p><u>Teacher-Assigned Lunch Detention</u></p> <p>Teachers may assign students a lunch detention in order to examine, discuss, and process violations of classroom rules. The teacher and the student usually work together to arrive at a proactive plan to prevent recurrences of challenging behaviors. These meetings are held in the teacher's classroom and typically run the duration of a student's lunch and recess. If a student misses this meeting, there may be additional administrative consequences. Teachers and students should act as collaborative partners to resolve behavioral issues occurring in the classroom.</p> <p><u>Teacher-Assigned After-School Detention</u></p> <p>Teachers may assign an after-school detention in order to examine, discuss, and process violations of classroom rules. The teacher and the student usually work together to arrive at a proactive plan to prevent recurrences of</p>

	<p>challenging behaviors. These meetings are held in the teacher’s classroom and typically run from 2:40 p.m. to 3:10 p.m. If a student misses this meeting, there may be additional administrative consequences. The teacher should notify the family when an after-school detention has been issued.</p> <p><i>Please note that there may be other disciplinary consequences that teachers use to support student behavior.</i></p>
<u>Administrator-Assigned Consequences</u>	<p><u>Office Lunch Detention</u> Students who act inappropriately may be assigned to a lunch detention. These students must take their lunch to the main office and remain there for the duration of their lunch period. If a student is repeatedly disruptive in the cafeteria or at recess, an alternative lunch setting may be assigned by an administrator. Lunch detentions allow for processing time and restorative conversations as warranted.</p> <p><u>Office After-School Detention</u> Administrators may assign office detentions to students after school. Office detentions run from 2:40 p.m. to 3:50 p.m. During this time, students will be given an opportunity to reflect on their behavior and will create a plan to change their behavior and make better decisions in the future.</p> <p><u>Student and Family Conference</u> Students and families may be expected to meet with administrators and counselors to create behavior success plans. In these meetings, a team teacher, the student, the family, the counselor, and the administrator will discuss behaviors and develop an action plan to proactively address concerns so the student is successful in the future.</p> <p><u>Loss of privilege for Activities & Events</u> Students who violate school rules may be prohibited from participating in specific activities and events such as dances, co-curricular activities/sports, class or team events, the class picnic, etc.</p> <p><u>Pass Restriction</u> Students who are assigned pass restriction will have specific guidelines regarding unsupervised movement outside of class. These will be reviewed with the student when pass restriction is assigned.</p> <p><i>Please note that there may be other disciplinary consequences that administrators use to support student behavior.</i></p>
<u>Student Intervention Team Meetings</u>	Students with chronic academic, behavioral or attendance concerns may be referred to the Student Intervention Team (SIT), comprised of administrators, counselors, and the school specialists, who work in partnership with a student’s team of teachers and advisor to support student improvement in the aforementioned areas. The SIT process is utilized as a precursor to referral to Special Services.
<u>Student Self-Reflection Form</u>	Students may be required to complete a self-reflection form and have it signed by a parent or guardian. Students must return the form to the teacher / administrator the next school day, where a follow-up conversation will occur. Students are expected to complete this form thoughtfully and carefully.
<u>Suspensions</u>	<p>Students may be assigned an in-school or out-of-school suspension for serious offenses violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property. An administrator will notify parents/guardians by telephone and by letter of any suspension. Suspended students may not participate in after-school activities or events during the period of their suspension.</p> <ul style="list-style-type: none"> • <u>In-School Suspension</u> Students assigned to in-school suspension spend the day in the Main Office or at another location in the building where they will complete schoolwork. Students must report to the Main Office upon arrival at school and will not have lunch in the cafeteria. They may not stay after school either on the day they are assigned the suspension or on the days they serve it. • <u>Out-of-School Suspension</u> A student who is suspended out of school will be required to leave the school grounds immediately, and parents or guardians will be asked to pick them up from school. Students suspended out of school are expected to participate in a re-entry meeting with their administrator or designee and their parent or guardian on their first day back to school after the suspension.
<u>Expulsion</u>	Serious violations of school rules may result in expulsion, a process in which the Board of Education prohibits a student from attending school for an extended period of time. The Board’s Student Discipline policy is available on the Board of Education’s website at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link .
<u>Referral to Law Enforcement Authorities</u>	Students who violate school rules may, in addition to school discipline, be subject to referral to the Farmington Police if their actions also violate the law.

Student Behavior

<p><u>Academic Integrity</u></p>	<p><u>Academic Integrity Policy on Plagiarism and Obtaining an Unfair Advantage</u></p> <p>One of IAR’s primary goals is to maintain high standards for its students in all areas, including scholarship and personal integrity. In order to encourage respect for self and others, and to maintain academic integrity, IAR has instituted an academic policy on plagiarism and cheating. The purpose for creating this policy is to foster intellectual development and responsible citizenship, establish consistency of expectations, and ensure an understanding of the consequences which will result if the policy is not followed.</p> <p>The policy pertains to the following categories:</p> <p><u>A. Cheating</u></p> <p>Maintaining academic integrity is a student’s responsibility; therefore all students are expected to meet the district’s high standards regarding scholarship and personal integrity. Specifically, students must not cheat or otherwise attempt to gain an unfair advantage on tests, quizzes, or assignments through dishonest methods. Examples of acts that constitute cheating include, but are not limited to:</p> <ul style="list-style-type: none"> ● sharing student work that should be individually produced ● using crib notes during assessments ● use of AI programs to present information as one’s own ● sharing information about an assessment with other students who have not yet completed it ● obtaining or passing copies of or information about tests, quizzes, or other assignments ● providing answers to another student, whether verbally, electronically or in writing ● stealing or copying another student’s answers, homework, notes, or course materials <p>Use of electronic devices in a testing environment is expressly forbidden.</p> <p><u>B. Plagiarism</u></p> <p>Maintaining academic integrity is a student’s responsibility; therefore, all students are expected to meet the district’s high standards in scholarship and personal integrity without plagiarizing the work of others. Acts by a student that constitute plagiarism include intentionally or unintentionally:</p> <ul style="list-style-type: none"> ● presenting another person’s work as their own ● using direct quotes, paraphrases and specific ideas of another person without explicit citation ● obtaining and submitting work from the Internet as their own ● supplying their work to another student ● inventing counterfeiting sources ● purchasing or copying pre-written papers, etc. <p>Consequences for violations of the policy include, but are not limited, the following:</p> <ul style="list-style-type: none"> ● Disciplinary consequence, administered by the classroom teacher ● Required completion of the assignment or a similar assignment under the supervision of the classroom teacher ● Redone assignments will be averaged with a grade of 40 received for academic integrity violations ● A report will be filed in the main office ● A verbal and written report to parent/guardian ● A meeting with parent/guardian, teacher, and school counselor ● Disciplinary consequence, up to and including expulsion, if deemed appropriate by the administration <p>Students may also face additional disciplinary consequences for conduct that violates this policy in accordance with the Board’s policy on Student Discipline, 5131.</p>
<p><u>Aerosols</u></p>	<p>Students may not use aerosols of any kind (spray deodorant, perfume, etc...) as they may present as a health hazard to those who have medical conditions.</p>
<p><u>Bullying Behavior in School</u></p> <p><i>Board Policy 5131.911 and Policy 5131.911(A)</i></p>	<p>The Farmington Public Schools are committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment, and discrimination. The Farmington Board of Education has developed a Bullying Prevention and Intervention Policy, 5131.911, and district-wide Safe School Climate Plan. A full copy of Policy 5131.911 and the Safe School Climate Plan are available at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link. These documents are also available upon request to the Main Office.</p> <p><u>Prohibition Against Bullying and Retaliation</u></p> <p>The Farmington Public Schools prohibit:</p> <ul style="list-style-type: none"> ◆ Any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board;

	<ul style="list-style-type: none"> ◆ Any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school; ◆ any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process; and ◆ Discrimination and/or retaliation against any individual who reports or assists in the investigation of any act of bullying. <p>Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.</p> <p><u>Definitions of Bullying and Cyberbullying and Teen Dating Violence</u></p> <p>For purposes of the policy, “Bullying” means an act that is direct or indirect and severe, persistent or pervasive, which:</p> <ol style="list-style-type: none"> (1) causes physical or emotional harm to an individual; (2) places an individual in reasonable fear of physical or emotional harm; or (3) infringes on the rights or opportunities of an individual at school. <p>Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.</p> <p>For purposes of the policy, “Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.</p> <p>For purposes of the policy, “Teen Dating Violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.</p> <p><u>Reporting Complaints of Bullying</u></p> <ul style="list-style-type: none"> ● <u>Written Reports.</u> Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with the Safe School Climate Plan. ● <u>Anonymous Reports.</u> Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student’s identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student’s identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
<p><u>Cafeteria, Food, Water Bottles</u></p>	<p>All students must eat in the cafeteria. No food or drink is permitted outside the cafeteria. Pride in the facility and respect for the feelings of others who use the cafeteria should be enough to ensure that it is left in good condition. Those students found to be littering or leaving materials behind will receive disciplinary consequences.</p> <p>Students may not order or receive food from outside vendors, as this is strictly prohibited.</p> <p>Additionally, students are prohibited from bringing beverages other than water (coffee, tea, smoothies, etc.) or food from outside vendors (i.e. Starbucks, Dunkin Donuts, Rebel Dog, etc...) to school/class. If this occurs, the student will be asked to discard the item(s). We ask for parent/guardian cooperation in ensuring that students do not enter school with these items.</p> <p>Students are not permitted to chew gum in the school building or on school grounds.</p> <p><u>Water Bottles</u></p> <p>Students may bring water bottles (no glass bottles will be permitted) into team classrooms. Bottles should be no bigger than 20 ounces and may not have sports-bottle squirt tops. Water bottles are for personal use only and may not be shared. Other drinks are prohibited except at lunch. Water purchased at lunch may be brought back to the team classrooms but may not be consumed in the hallways or other non-team areas. Please recycle all disposable</p>

	bottles in bins provided. Students are not permitted to carry around beverages except for their water bottle.
<u>Conduct at Assemblies</u>	Throughout the year, numerous programs will be organized in the auditorium. These programs are meant to provide educational opportunities for students. Groups and individuals from both IAR and outside will be presenting and will expect students to be an attentive, responsible audience. Formal auditorium behavior does not permit talking, whispering, stamping, booing, or any form of disrespectful behavior.
<u>Conduct at Athletic and Co-Curricular Activities</u>	Students are expected to exhibit appropriate and respectful behavior at co-curricular and athletic events. This includes no fighting, no booing or heckling, no noise-makers or horns, no inappropriate signs, no throwing or dropping of refuse, and no loitering in the immediate area before or after a game. School policy prohibiting the use or possession of drugs and alcohol applies at all events in which the school is involved.
<u>Dress Code</u> <i>Board Policy 5132</i>	<p>Students are expected to dress and groom themselves in ways that are respectful of the seriousness of school and do not pose a threat to health or safety. The Board policy on Student Dress can be found on the Board of Education's website at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p> <p>To summarize, students' overall appearance should fall within the generally accepted definitions of neatness and cleanliness. Students are expected to dress and groom themselves for the business of school so as to not distract others, disrupt the educational process, or pose a health or safety threat to anyone. Clothing should be clean and free from promotion of, or reference to, drugs, alcohol and tobacco, and offensive or inappropriate words, signs or symbols. Clothing should be free of slogans, names, titles or references that are harassing or infringe upon the rights of any person group, or that are likely to be disruptive. All students must wear appropriate shoes while at school. Students whose dress or grooming is determined by an administrator, teacher or staff member to be inappropriate, distracting, disruptive, or dangerous will be required to change clothes, and repeat offenders will be subject to discipline. Parents and guardians may be required to come to school with a change of clothes.</p> <p>Outerwear shall not be worn, carried, or kept in the classroom during regular school hours. Hats and hoods may not be worn during the school day; approved coverings as part of a student's religious practice or belief will not be prohibited under this policy. Sunglasses may not be worn indoors unless there is a documented medical issue.</p>
<u>Drug & Alcohol Use by Students</u> <i>Board Policy 5131.6</i>	<p>The Farmington Board of Education is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in Connecticut General Statutes Section 21a-240, or alcohol on or off school property or during any school-sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior.</p> <p>The entire Board policy on Drug & Alcohol Use by Students, Policy 5131.6, is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
<u>Electronic Devices (Cell Phones, MP3 players, electronic games, etc.)</u>	<p>We believe that cell phones and other electronic devices have great potential to distract students from learning. Therefore, students may not use or carry cell phones, iPods, iPads, electronic games or other electronic devices during the school day. When students enter the building, they must remove headphones/airpods, turn off their devices and place them in their locker for the entirety of the day, including lunch. Students may not bring laptops, iPads, or chromebooks from home. Only school-issued chromebooks and wired headphones should be used at school. If a student is found in possession of such a device, the device will be confiscated and turned into the Main Office. For the first offense, the student may retrieve the device at the end of the school day after speaking to an administrator. If a student violates this rule a second time, a parent or guardian must come to the school to retrieve the device. The school is not responsible for any damages done to personal electronic devices on school grounds. Therefore, students are highly encouraged to leave personal devices at home.</p> <p>Students are not allowed to take pictures of or record (audio or video) other students or adults while in school or at school functions without the consent of the people being filmed <u>and</u> teacher or administrator approval.</p> <p>Consequences: Students who violate this policy will have their electronic device confiscated by a staff member at the time of the incident and turned over to the main office. After a first offense of the policy, students may retrieve their device in the office after the school day has concluded. Students who violate this policy a second time will have their device confiscated by a staff member and must have their parent/guardian come to school to retrieve the device at the conclusion of the school day. If a parent/guardian is unable to come in to pick up the device, the device will be held in the main office for three (3) school days after which time it will be returned to the student. Any student who refuses to surrender an electronic device to a staff member when directed or who continues to violate this policy will be considered insubordinate and will be subject to serious disciplinary consequences.</p>

	<p>In no case will any personal communication device that provides for a wireless, unfiltered connection to the Internet or any device which has the capability to take photographs/videos/recordings of any kind be used for such purposes without the express permission of a teacher or administrator. Laser pens and pointers are prohibited in school. Students violating these restrictions will be subject to disciplinary action. Students may not use their devices to create, store, or share inappropriate photographs, videos, or text messages. Any violations of this policy will be reported to the administration and may be referred to the police.</p> <p>Students bring all electronic devices to school at their own risk. Farmington Public Schools, Irving A Robbins Middle School, its faculty and staff are NOT responsible for any damaged, missing, or stolen devices.</p>
<u>Extortion</u>	Extortion means using force or threats to obtain money, property or favors from others, and is strictly forbidden.
<u>Fighting/Assault</u>	Assault is a premeditated or spontaneous act that causes injury or harm to another student or staff member and is strictly forbidden. Fighting is not allowed. Students are expected to prevent a fight by walking away from any confrontation or assault immediately and notifying a staff member. Students may reasonably defend themselves only to get away from an assault or confrontation. Students may not engage in any action that in any way escalates a fight or confrontation. Fighting will result in disciplinary consequences and, in some cases, may constitute an act of bullying and will be treated as such. Fighting may be reported to the Farmington Police Department.
<u>Gambling</u>	Gambling is not allowed in any form on school grounds. Gambling may be described as wagering on any event. Card playing, flipping coins or bills, and rolling dice are all prohibited. Other activities that are not specifically mentioned but appear to constitute gambling are also prohibited. When a staff member sees what appears to be gambling, any gambling paraphernalia and money will be confiscated and not returned. Discipline for gambling is at the discretion of the school administration and will be handled on a case by case basis.
<u>Hallway Conduct</u>	Students must behave appropriately in the hallways at all times. Students should move promptly and directly to their next class so that they arrive in class on time. Loitering, running, horseplay and other physical contact, loud noise, and other disruptive or dangerous behaviors are prohibited. Students who do not manage their behavior in the hallway effectively may be assigned a hallway improvement plan, which may include delayed or early passing to support students in a more structured passing schedule with minimal peer contact.
<u>Hazing</u>	Hazing, harassment, intimidation or any act that harms, degrades, or disgraces another person will not be tolerated. In some cases, such conduct may constitute an act of bullying and will be treated as such.
<u>Individual Solicitation</u>	On-campus solicitation or sales by students on behalf of any group or organization, profit or non-profit, is prohibited unless administration has given explicit approval. Student who would like to participate in fundraising activities for school-sponsored activities should review the Board policy on Fundraising Activities, Policy 5129, available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link .
<u>Insubordination</u>	When a student is given a specific directive by a staff member, he or she is expected to respond in a positive and respectful manner and comply with the directive promptly. A student is considered insubordinate when he or she refuses to follow or comply with the directions given by a staff member.
<u>Incendiary Devices</u>	Students may not possess matches, lighters or other incendiary devices at school, on the bus, at the bus stop, or at any school-sponsored event or activity.
<u>Leaving School Grounds</u>	Students may not leave the building or grounds during the school day unless the Main Office has been first notified by a parent or guardian who then must accompany the student off the grounds. Students who leave the school grounds after school may not later return to the building or board the buses.
<u>Lying & Forgery</u>	Lying and forgery are serious offenses. Students are expected to obtain valid signatures from their parents or guardians for any permission, registration, attendance, health or other form that requires a parent or guardian signature. If a student is found to have falsified a signature, an attendance note, or a school form or document, or has made any deliberate false statement, he or she will be subject to appropriate disciplinary consequences.
<u>Possession of Deadly Weapons or Firearms</u> <i>Board Policy 1415</i>	<p>In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this district, on school transportation, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item. A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.</p> <p>For the purpose of this policy the following words shall have the following meanings:</p>

	<ul style="list-style-type: none"> ● Deadly Weapon – Any weapon, whether loaded or unloaded, from which a shot may be discharged or fired, or switchblade knife, gravity knife, billy, blackjack bludgeon or metal knuckles. ● Firearm – Any sawed-off shotgun, machine gun, rifle, revolver or other weapon capable of discharging or firing a shot, whether loaded or unloaded. ● Real Property – The land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theaters, gymnasiums, fields and parking lots. ● School-Sponsored Activity – Any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property. <p>Unless subject to one of the exceptions in the Board policy, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession. A student who possesses and/or uses any deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation, or at a school-sponsored activity in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, on school transportation, or at a school-sponsored activity, from using any and all school facilities.</p> <p>The entire Board policy on Possession of Deadly Weapons or Firearms, Policy 5131.6, is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
<p><u>Prohibition Against Smoking</u></p> <p>Board Policy 1331</p>	<p>The Farmington Board of Education prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor product, within any of its schools, including in any area of a school building or on the grounds of such school, or at any school-sponsored activity.</p> <p>If you are found smoking, vaping, or chewing tobacco or are found to be in possession of a tobacco/vaping product, you will be assigned a disciplinary consequence and your parent/ guardian will be notified. The entire Board policy on the Prohibition Against Smoking, Policy 1331, is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
<p><u>Skateboards, Rollerblades & Scooters</u></p>	<p>These items are not permitted at school or on the bus. This includes footwear with wheels, such as Heely's.</p>
<p><u>Student Use of the District's Computer Systems</u></p> <p>Board Policy 5134 and 5134(A)</p>	<p>Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The Farmington Board of Education has installed computers and a computer network(s), including Internet access and electronic messaging systems on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. These computer systems are business and educational tools. As such, they are made available to students in the district for education-related uses. As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.</p> <p>Board policy 5134 addresses student use of the District's computer systems and internet safety and is available online at https://www.fpsct.org/board-of-education/policies-and-regulations or by clicking this link.</p>
<p><u>Threatening</u></p>	<p>A threat is any oral or written statement or act that reasonably can be expected to create fear or apprehension in another person. Any form of threat, including spoken words, written notes, or electronic communication, is prohibited. In some cases, a threat may constitute an act of bullying and will be treated as such.</p>
<p><u>Trespassing</u></p>	<p>Unauthorized presence on the school grounds while school is not in session is considered trespassing. Students are not to be on the school premises after regular school hours without permission. Unsupervised after-school activities are not allowed in any area of the school. Additionally, students are not allowed on school grounds or to attend school-sponsored activities while serving a suspension or expulsion.</p>
<p><u>Vandalism</u></p>	<p>Vandalism is the willful destruction, defacing, or otherwise damaging of someone else's property. Among other consequences, students involved in any acts of vandalism will be required to make full restitution for the repair or replacement of all damaged property, which upon such payment, remains the property of the original owner. Acts of vandalism may also be reported to the Farmington Police Department.</p>

Student Activities

Students are encouraged to become involved in extra- and co-curricular activities at IAR such as Student Council, dramatics, newspaper, yearbook, and various clubs and sports. Each fall a full listing of clubs and activities is shared with students and sent home in the Friday Folders.

<p><u>Required Attendance for Participation in After-School Activities</u></p>	<p>Students must attend school for at least four hours in order to participate in any school-sponsored activity or event that day or evening, unless due to special circumstances for which an administrator has granted approval. This applies to practice sessions, meetings, rehearsals, games, concerts and other performances, trips, and other activities.</p>
<p><u>Student Council Officers – Eligibility</u></p>	<p>Grade 8 students are eligible to serve as Student Council officers. Students are elected to the officer position. In order to be eligible to stand for election, a Grade 8 student must:</p> <ol style="list-style-type: none"> 1. demonstrate appropriate <i>Learner Responsibilities</i> as indicated on his or her report card (i.e., scores of 1's and 2's). 2. maintain grades that, in the opinion of his or her teachers, are consistent with his or her ability. 3. meet other criteria that may be established and communicated. <p>More information, including detailed eligibility criteria, is distributed by the Student Council advisors in September.</p>
<p><u>Intramural Athletics Program</u></p>	<p><u>Intramural Athletics</u> Intramural athletics are for any IAR student who wishes to participate in competitions among teams made up of IAR students. Participation is not limited because of skill level. Intramural athletics blend some skill instruction and practice with a higher percentage of game play activity. Many intramurals finish the season with a tournament or playoff at which school champions are determined.</p> <p><u>Program Rationale</u> According to research, an exclusively intramural athletic program is currently the most prevalent program approach nationally for middle school students. The most frequent reasons given for this approach are:</p> <ol style="list-style-type: none"> 1. Intramural programs by nature are most compatible with the broad exploratory education implemented in most middle schools. 2. Physical developmental ranges amongst early adolescents are so wide that controlled intramurals present a safer and more developmentally sound experience (students are not pressured to be as competitive in their performance of skills). 3. Studies show that the retention of students in intramural programs is much greater than in competitive interscholastic programs (students persist for a much longer time). 4. Intramurals are much more cost effective. The student to coach ratio is higher, and transportation, officiating, and equipment costs are lower, making it possible to provide quality intramural programming for many more students. <p><u>Program Description</u> IAR offers a variety of sports activities which are organized and managed by the school's Athletic Coordinator and supported by qualified adult coaches.</p>
<p><u>Extramural/Interscholastic Athletics</u></p>	<p>Extramurals are for any student who wish to engage in friendly competition with students from other schools that share the same intramural/extramural program philosophy. Because of these extended opportunities, numbers of days in attendance and ability to follow school rules may be a condition for extramural participation.</p>
<p><u>Physical Exams</u></p>	<p>Students playing extramural sports must have an annual physical examination before they may participate in a practice session for the first sport of each year. The yellow Sports Participation Health Record or the blue State of Connecticut Physical Exam Form must be fully completed by the doctor and parent/guardian for the student to be eligible to participate. The school nurse maintains a list of students who have fulfilled this requirement.</p>
<p><u>Eligibility for Practice & Games</u></p>	<p>Sports activities are held informally between 2:40 p.m. and 3:15 p.m. daily. Formal practices begin after 3:15 p.m. to allow students to attend extra help, use the Library, etc. without missing practice. Students serving teacher detentions or attending extra help sessions can join their usual afternoon activities right after their detention or help session. Students who are with teachers beyond 3:15 p.m. as part of longer detentions or extended help are unable to participate in athletics and should report to the cafeteria after they are dismissed by their teachers. Students involved in after-school activities may not be excused from teacher or office detentions. Students on Social Restriction or academic probation may not participate in after-school sports or activities. Any student who fails to participate in Physical Education class may not participate in after-school athletic programs on the same day.</p>

<u>Information About Athletics</u>	Information about specific athletic activities is communicated through Physical Education classes. In addition, a Student Activities Bulletin that includes information about after-school activities, events, clubs and sports is sent to all advisors to share with students. These bulletins also are sent home in the weekly Friday Folder.
<u>Participation Fee</u>	Students participating in any IAR athletics program will be assessed a “pay-to-participate” fee. The fee is \$75 for extramural sports per season. There are three sessions of athletics per year.
<u>Medication</u>	No medication, OTC or prescription, will be administered in the Health office without a doctor’s order. Medication administration forms can be found on the school website.

NOTICE: Changes to the School Handbook

*Changes to the school handbook can be made at any time. Please see the IAR school website for the most up to date copy of the student handbook.



Reaching New Heights