



COMMUNICATIONS COMMITTEE MEETING

Monday, April 7, 2025 6:00 PM
Glastonbury Town Hall, Meeting Room A
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

1. Review Wording in Glastonbury High School Program of Studies, Glastonbury High School Handbook, and the Glastonbury High School Student Athlete Handbook
2. Review Suggested Communication Options

2025-2026 GHS Program of Studies



Inspires Curiosity, Cultivates Learning, and Empowers
Students To Shape Their Lives and Our World

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Student Representatives

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Amalia Baird, '27



Central Office Administration

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Kate Lund, Assistant Superintendent
Scott Hurwitz, Ed.D., Assistant Superintendent
Kimberly Brown, Administrator for Pupil Services
Karen Bonfiglio, Business Manager

High School Administration

Nancy E. Bean, Ed.D., Principal
Rebecca M. Comenale, Assistant Principal
Jeremy D. Gervais, Assistant Principal
Thomas H. Neagle, Ed.D., Assistant Principal
Kristen D. Sparks, Assistant Principal

Curriculum Director

Art, Holly Constantine
Athletics, Trish Witkin
Career & Technical Education, Elizabeth Cole
English/Language Arts & Library Media, Tracey DeDonato
Health & Physical Education, Jennifer Spring
History & Social Sciences, Brendan Callahan

Mathematics, Brenda Gregorski
Music, Leslie Lopez
School Counseling, Edward D. Gregorski
Science, Christine Tedisky
Special Education, Cassandra Murphy
World Languages & ML, Amanda Robustelli-Price

The 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 education programs or activities because of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability, subject to the conditions and limitations established by law.

MESSAGE FROM THE PRINCIPAL

Dear Students,

I am proud of the curriculum offered at GHS and the extensive opportunities available to all of you. We continually review the curriculum to align our programs with district and school goals, Connecticut Core Standards, high school initiatives, as well as our learning expectations and core values and beliefs. This year we have an array of new courses in various subject areas, including courses created and designed around our STEAM lab.

Please work closely with your parents and/or guardians, teachers, and school counselors to select your courses for next year which support your post-secondary plan. It is important to choose your courses carefully because while it may be possible to make changes later, they will only be made as spaces in classes allow.

Graduation requirements include both course credits and mastery of the GHS Learning Expectations. Our Learning Expectations capture essential skills needed for success at GHS and in the future. Your classes offer multiple opportunities to demonstrate your mastery of these expectations.

Best wishes for a challenging and fulfilling school year ahead.

Sincerely,



Nancy E. Bean, Ed. D.
Principal

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Core Values and Beliefs

Glastonbury High School inspires curiosity, cultivates learning, and empowers students to shape their lives and our world.

Expectations For Student Learning

The learning expectations represents a shift that focuses on interdisciplinary connections and learning in the 21st century. In this way, all students are expected to meet all academic, civic and social expectations. All teachers will evaluate students each year in a holistic manner that ensures academic, social, and civic growth to prepare them for college and careers in a changing world. All courses will provide opportunities for students to demonstrate the learning expectations, as measured by the school-wide rubrics. Testing mandated by the State of Connecticut will also be used to assess student progress towards expectation set #2. Students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set in order to graduate from Glastonbury High School.

EXPECTATION SET #1

Glastonbury High School inspires curiosity and action

- Explore and honor individual intellectual interests and engage in inquiry
- Source reliable information in order to broaden and challenge understandings, perspectives, and beliefs
- Pursue life-long learning through discovery, inquiry, and practice

EXPECTATION SET #2

Glastonbury High School cultivates learning

- Use multiple methods to communicate effectively with diverse audiences
- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them
- Use instructional technology for innovation and with intentionality
- Create and perform through innovation and collaboration across lines of difference

EXPECTATION SET #3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect, and value for others
- Exhibit academic responsibility through perseverance and ownership of learning

GENERAL INFORMATION

EVERY EFFORT WILL BE MADE TO MEET ALL STUDENT COURSE REQUESTS. HOWEVER, INSUFFICIENT ENROLLMENT OR BUDGET CONSIDERATIONS CAN CAUSE COURSE CANCELLATION.

INSTRUCTIONAL RESOURCES REVIEW PROCESS

In accordance with Board of Education Policy #6121, adopted October, 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

- equal opportunity for all students to participate in the total program of the school
- continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences

In keeping with this policy, textbooks and other instructional materials resources are reviewed for bias prior to purchase. This process is coordinated by the director of the specific discipline and is done both during the formal Curriculum Review and at other points when new instructional material is being considered. The review committee forwards the textbook request and the textbook to the Superintendent for approval. Both the request and the text are then presented to the Board of Education for review. If you have questions about instructional materials, please consult the appropriate curriculum director.

GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS AND COMPLAINTS

The Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability in employment matters or assignment in programs or services provided. The Civil Rights compliance officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy.

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity) –Tonya Claiborne, Ed.D., Equity, Diversity & Inclusion, 628 Hebron Ave., P.O. Box 191, Glastonbury, CT 06033Tel 860- 652-7941 claibornet@glastonburyus.org

Section 504 (Rehabilitation Act) & ADA (Americans with Disabilities Act), Kimberly Brown Administrator for Pupil Services Address: Eastbury School, 1389 Neipsic Rd., Glastonbury, CT 06033, Telephone: 860-652-7971 Email: BrownK@glastonburyus.org

Safety/OSH Kenneth Roy, Ph.D., Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard St., Glastonbury, CT 06033, Telephone: 860-652-7200 ext. 12002, Email: royk@glastonburyus.org

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate compliance officer. Forms can be obtained directly compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety question or concerns should be directed to the building supervisor and the Safety Director.

GRIEVANCE PROCEDURE:

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age or disability may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a

complaint. The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision. The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

PLANNING FOR COURSE SELECTION

REQUIREMENTS FOR A DIPLOMA

Class of 2027 and Beyond
Public Act No. 17-42

Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment. Public Act No. 23-21 also requires public schools to build financial management and literacy into their curriculums. Beginning with the graduating class of 2027, students are required to complete a one-half credit course in personal financial management and financial literacy. This requirement may count towards the nine credits required for the humanities or as an elective credit. Section 9 of the Act now also permits credit from the personal financial management and financial literacy requirement to count towards students' nine science, technology, engineering and mathematics credit requirement. A student must earn a minimum of 25 credits in the following areas as set by state legislature.

Humanities: 9 credits (Including Civics and Art)

- English 4 credits
- History/Social Science 3 credits*
- Fine Arts 1 credit
- Elective 1 credit

Science, Technology, Engineering & Mathematics: 9 credits

- Math 3 credits
- Science 3 credits**

STEM Elective 3 credits***

Wellness: 2 credits

- Physical Education 1 credit
- Health/Physical Education 1 credit

World Languages: 1 credit

Mastery Experience: 1 credit

Electives: 3 credits

TOTAL: 25 credits

*All students must earn ½ credit in Modern World History I and ½ credit in Modern World History II. They must also earn 1 credit in a U.S. History or a Themes of United States History Course and 1 credit in Civics/Current Issues.

**All students must successfully complete 1 credit in a life science and 1 credit in a physical science.

***STEM electives could include additional math, science, ag-science, business education, family consumer science, technology education, career and technical education classes.

****Mastery Experience will be fulfilled upon the successful achievement of the GHS Learning Expectations by the end of the students' senior year.

1. Courses taken at the middle school may not be used to meet the minimum requirements for a diploma or any minimum credit requirement necessary to advance from one grade to the next.

2. Algebra and world language taken in middle school will be recorded on the student's transcript with the year-end grade, but no high school credit will be granted. Although middle school credit for Algebra may not be counted in the total twenty-five (25) high school credits needed for graduation.

1b. As set by the Board of Education, to graduate from Glastonbury High School, all students are required to meet all three expectation sets with an overall score of mastery or proficiency for each set. Students will have the opportunity to meet expectation sets in each course, as measured by the school wide rubrics. By the end of the second semester of junior year, if a student meets 60 percent mastery and/or proficiency in each expectation set, they will have met the requirements for graduation. Students who have not met the requirements by the end of junior year will have the opportunity to meet the learning expectations in their senior year. More information can be found on the [learning expectations](#) page of the GHS website.

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- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized
- Promote social justice and demonstrate citizenship, integrity, respect and value for others
- Exhibit academic responsibility through perseverance and ownership of learning
- In addition, as juniors, each student will have a formal opportunity in their English 11 class to demonstrate “mastery” or “proficiency” of all ten Learning Expectations through class activities. Every junior will create a portfolio to showcase their work.

For more information on learning expectations and assessment rubrics, please go to www.glastonburyus.org

~~3. Every student is required to carry a minimum number of six credits a semester, unless special permission is granted by a principal or through the Planning and Placement Team for students with special needs.~~

3. Every student is required to carry a minimum number of six (6) credits a year, unless special permission is granted by a principal or through the Planning and Placement Team/504 meeting for students with special needs.

4. Students who wish to complete the requirements of a diploma in fewer than four years of high school may do so by making special provisions with the principal to meet all the requirements for the diploma as listed above. Arrangements must be made prior to the end of June of the student’s sophomore year.

PLANNING FOR GRADES 9-12

A most important task is selecting courses at the high school. From February through March, high school counselors meet with every student individually to discuss course selections, including visiting the middle school to meet with all eighth graders. Counselors at both schools are available to confer with parents about a proposed program and to answer any questions. In making choices throughout high school, think about questions such as these:

1. What aspects of your education do you find most interesting? What subjects do you enjoy most?

2. Do you feel you work to your potential? Are you satisfied with your grades?

3. Do you plan to go on to college? If so, in what colleges are you interested? What are some subject areas in which you might consider majoring?

4. Do you have any possible career goals in mind at this time?

5. What extra-curricular activities interest you? What out-of-school commitments do you have?

In trying to arrive at answers to these and other questions, make it a point to talk with your parents, your teachers, and with the representatives from the colleges and vocational fields in which you are interested. Be sure, however, to confer with your counselor, who is in the best position to help plan your high school program.

MAKING COURSE SELECTIONS

Course selection is an important time of year for the high school student since the courses selected affect the next entire school year. For sequential courses, the teacher will recommend which course to take next. Some courses have required course prerequisites. During that student’s individual appointment at scheduling time, the school counselor will discuss the recommended courses and how they fit the overall program for that student. The final responsibility for course selection, however, belongs to the student and his or her parents.

It is possible that during the early years in high school students may be uncertain about plans after graduation. This frequently happens. By the junior year, however, it is important to have some plans. (This is necessary in order to select the subjects most appropriate to any special abilities and to meet the requirements for graduation).

Finally, you should understand that the program is designed to do two things: (1) to give you the general education everyone needs, and (2) to provide the special subjects you need in order to attain your personal objectives. Your abilities and interests should guide your choices. You should confer with your school counselor about your specific program, for it should be a program suited to your individual needs and abilities.

Your future plans should dictate some of your course selections, particularly for the junior and senior years. However, high school is a time for well-rounded, thorough preparation and students should not over-emphasize a certain area of interest. Plans often change, sometimes during the high school years and even after a student has graduated. The following general guidelines may help you in planning for the future:

1. COLLEGE - Most colleges indicate that the most important factors in their admissions’ decisions are the quality and rigor of the student’s high school program and the student’s performance in that program. Every student should attempt to take as challenging a program as possible. A student planning to go to college should concentrate in grades nine and ten on taking credits in the courses required for graduation, as well as a world language and a course in an area of personal interest. For grades eleven and twelve, the student should consult the catalogs of the colleges under consideration for their specific requirements and recommendations.

Students planning to attend college should realize that requirements for college admission vary greatly and depend on the selectivity of the school and the specific program to which the student is applying. Knowing and meeting the entrance requirements of the colleges under consideration are crucial, but meeting all requirements does not guarantee admission. For this reason, it is in the student's best interest to exceed the high school requirements.

Requirements in the area of world language deserve special mention. First, many of the colleges often chosen by Glastonbury High students have a world language requirement for two to three years in grades nine through twelve. Second, some colleges that do not require a world language for admission do require students to reach a certain level of proficiency in world language in order to graduate from that college.

Although world language taken at the middle school does not receive high school credit, some colleges consider those courses equal to those taken in high school. World language taken at the middle school appears on the student's transcript with a grade but without credit. Both the different number of years required and the fact that some colleges have their own "exit" requirements make it advisable for students to continue their study of world language beyond grade ten

There are, of course, many different types of colleges. At the risk of oversimplification, the following is offered as a general guideline. Again, each student should confer at course selection time with parents, teachers, and his or her school counselor.

College websites should also be consulted, especially for planning the last two high school years.

- a. For liberal arts, a student should exceed the high school requirements in his or her area of interest as well as take three years of one world language in grades nine through twelve.
- b. For engineering or some other technical field, a student should take four years of mathematics, one year of chemistry, one year of physics, technology and a drafting course.
- c. For a business college, a student should take four years of mathematics, computer science courses, world language, and

courses offered through Business Education.

- d. For nursing or allied health fields, a student should take at least two years of algebra, geometry, biology, and chemistry.

2. BUSINESS-High School is the time for students to explore many different career opportunities and to begin choosing their own career path. Business Education courses at Glastonbury High School directly link graduating seniors to post-secondary programs at many four-year colleges, two-year colleges, and technical schools. Today's occupations demand transferable

skills such as problem-solving, communication, computer literacy, and teamwork. The Business Education courses are consistently updated to reflect the business environment students will experience after high school and while in the real world. College Career Pathways courses with credit from Manchester Community College are available in Keyboarding and Computer Application 1A and Business Computer Application.

3. TECHNOLOGY - Students planning to enter fields of engineering, technology, computer science or trades should plan to take technology education for four years. In addition, they should elect mathematics, science, social science, and courses offered through Technology Education. Those interested in architecture and engineering would benefit from these courses.

4. FAMILY AND CONSUMER SCIENCES - Students interested in family and consumer sciences (FCS), related careers in the fields of child care, food service, interior decoration, and nutrition should take several FCS courses. In addition, they should elect courses in mathematics, science, and social science. The Professional Cooking and Professional Baking courses are also College Career Pathways classes with credits from Manchester Community College. Introduction to Individual and Family Development is an ECE course through UCONN and students may enroll through UCONN for credit.

5. AGRISCIENCE AND TECHNOLOGY - Students interested in the broad field of agriscience/agribusiness should consider the course offerings of the Agriscience and Technology Department at an early date and begin planning a program to meet personal objectives. The program is designed to prepare students for enrollment in colleges of agriculture or two-year agricultural schools or for employment in agriscience occupations.

- a. Students planning to attend a college of agriculture or a two year agricultural school should plan to take at least three years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness and receive specialized training in plant science, animal science, agricultural mechanics, or natural resources/forestry. In addition, a student should select courses in mathematics, science, and social science suitable for entering college.

- b. Students planning for employment in agriscience or agribusiness should plan to take three or four years of Agriscience and Technology to develop a good foundation in agriscience/agribusiness along with obtaining specialized training in the area of his or her major interest. Students will develop the skills needed to enter the work force while meeting graduation requirements.

SCHOOL COUNSELING

Each student is assigned a high school counselor, and, as staffing allows, keeps that counselor throughout the four years of high school.

The School Counseling Department encourages parents to be involved with their child's education, and we invite you to call or e-mail your child's counselor anytime there is a concern

or question. Individual student/counselor meetings occur throughout the year and either the counselor or student may initiate an appointment. Additionally, the counselor may see a

student at the request of a parent, teacher, administrator, or agency.

Specifically for scheduling, each student is seen individually during the third marking period to select courses for the subsequent school year. Most contacts with counselors are individual, but small and large group meetings are also held to share information. For example, counselors meet jointly with students and college admissions representatives, and individually with parents and students for post-secondary planning. There are also school counseling assembly programs and evening meetings for students and/or parents.

COURSE CANCELLATION

A course may be canceled or enrollment restricted for any of the following reasons:

- a. Lack of enrollment
- b. Available facilities
- c. Staffing
- d. Budget considerations

NCAA INITIAL-ELIGIBILITY FOR COLLEGE ATHLETES

Students planning to enroll as college freshmen who want to participate in DIVISION I or DIVISION II athletics must be certified by the NCAA Initial-Eligibility Center. DIVISION III schools do not require students to be certified.

It is each student's responsibility as a "prospective student-athlete" to make sure the NCAA Eligibility Center has the materials needed for certification. This is an important process and lack of planning could result in not being approved to play at the college level. Students should start to track their progress beginning in their freshman year by going to the NCAA Eligibility Center website (ncaa.org) to access information needed to understand the Division I and Division II eligibility requirements, register with the NCAA Eligibility Center, and access individual records.

We recommend students begin the registration process no later than the spring of their junior year. To start the registration process, a student must go to the NCAA Eligibility Center website (ncaa.org) create an account, register and file a student release form. This form, as well as the required fee, must be submitted to the Eligibility Center. Students are also required to submit their high school transcript. Once requested, an official student transcript will be electronically submitted from the School Counseling Office.

In addition, when registering for the SAT or ACT, the student must request that scores be sent to the NCAA Eligibility Center.

POTENTIAL COLLEGE CREDIT

ADVANCED PLACEMENT PROGRAM

Glastonbury High School offers the following AP courses: AP Studio Art, AP English Literature and Composition, AP English Language and Composition, AP Environmental Science, AP French Language 6, AP Spanish Language 6, AP Latin Literature V, AP Russian Language 6, AP Pre-Calculus, AP Calculus AB and BC, AP Statistics, AP Adv Biology, AP Adv Chemistry, AP Physics 1+2, AP Physics C, AP Psychology, AP Computer Science A, AP Computer Science Principles, AP Music Theory, AP European History, AP Chinese and AP U.S. History. Some courses have prerequisites, so be sure to check each course. AP courses are listed in this booklet and on the student transcript with the AP designation. AP exams will be given during the first and second weeks in May. There is a fee for each examination taken, payable to the Advanced Placement Program.

Recognition of different grades for credit, advanced placement, or both will vary with different colleges. It is suggested that a student interested in a particular college write for information concerning the college's policy regarding advanced placement. Students are encouraged to take AP exams in all courses taken.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE PROGRAM

The Early College Experience (ECE) program through the University of Connecticut provides students taking designated courses the opportunity to enroll in the program and earn college credit in addition to GHS credit. Students who meet the prerequisites, complete the ECE application process, pay ECE tuition/fees, and earn a C or better in the course, will receive credit posted to a University of Connecticut transcript.

GHS Course	Sem.	UConn Course	Credit
Introduction to Companion Animals	Fall	ANSC 1676 – Basic concepts of companion animals' nutrition, physiology, health, and management.	3
Behavior and Training of Domestic Animals	Spring	ANSC 1602 – Application of behavior of cattle, horses, sheep, goats, swine, and poultry to their management, training, and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare.	3
Graphic Design Lab	Fall or Spring	DMD 1101 – Design Lab 1 Exploration of digital image creation, manipulation, and reception through project-based work using image-editing software. Through lectures, discussion, projects, and critique, students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications.	3

GHS Course	Sem.	UConn Course	Credit
Video Game Design & Development	Fall or Spring	DMD 2500 – Introduction to the principles of game design and development. History of the industry, story, and game mechanics	3
Foundation of Teaching (Full Year)	Fall	EDCI 1100 – If You Love It, Teach It Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures	3
	Spring	EPSY1100 – Introduction to Special Education Special education services in American education, including various exceptionalities and the roles of professionals.	3
Floral Art	Fall or Spring	SPSS 2520 – The study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony, and care of perishable media. Individual expression is encouraged in the creation of floral compositions.	2
Advanced Floral Design	Fall or Spring	SPSS 3530 – This course allows full-time Agri science students and students considering floral design as a career to have advanced experiences. Students will create more specialized and difficult arrangements including sympathy and wedding arrangements. Students will learn principles of design, costing, and marketing strategies as well as the planning and ordering of flowers.	2
Introduction To Individual & Family Development Full Year	Full Year	HDFS 1070 – Individual Family Development Human development throughout the life span, with emphasis upon family as a primary context.	3
Fundamentals of Horticulture	Fall or Spring	SPSS 1110 – Fundamentals of Horticulture – Science and practice of horticultural plant propagation and culture. Basic concepts of plant structure, growth and function. Integrated pest management. Impact of new technology. Horticulture and the environment.	3

Coding, Data Science and Society	Full Year	CSE 1010- Introduction to Computing for Engineers. Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.	3
Film & Video Production	Fall or Spring	DMD 2210: Film and Video Editing I Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
Advanced Drawing	Fall or Spring	ART 1030 – Fundamental principles of drawing based on observation.	3
Digital Art and Media	Fall or Spring	DMD 1102: Design Lab II DMD Theory, principles, and practices of digital screen-based visual communication. Through a multidisciplinary perspective involving art, design, art history, and media studies, students will address how culture visualizes screen-based communication through both image and type.	3
Film and Video Editing I		DMD 2210 – Introduction to digital editing, project management, working with sound, and time-based storytelling.	3
English 11	Full Year	ENGL 1007 – College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates' creations and skills-based micro-credentials they earn in coursework.	4
Elementary Discrete Mathematics	Fall or Spring	MATH 1030Q – UConn ECE Math 1030Q cannot be taken concurrently with or after UConn ECE Math1131Q or 1132Q. Problem-solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems.	3

GHS Course	Sem.	UConn Course	Credit
Calculus I	Fall	MATH 1131Q – Students who matriculate to UCONN cannot receive credit for MATH 1131Q and 1151Q. Limits, continuity, differentiation of algebraic and transcendental functions, antidifferentiation, definite integrals, the Fundamental Theorem of Calculus, u-substitution, with applications to the physical and engineering sciences.	4
Calculus II	Spring	MATH 1132Q – A continuation of MATH 1131! With techniques of integration, applications of integration, infinite sequences and series, power and Taylor series, polar coordinates, and parametric equations, with applications to the physical sciences and engineering.	4
Music Fundamentals and Ear Training I	Fall	MUSI 1011 – Basic skills in note reading, rhythm, meter, pitch symbols, scales, key signatures, intervals, triads, sight-singing, and dictation. No previous training is required.	3
Music Fundamentals and Ear Training II	Spring	MUSI 1012 – Further development of skills in music reading, sight-singing, and dictation.	3
Popular and World Music	Spring	MUSI 1003 - An introduction to popular music and diversity in America: jazz, blues, pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society	3
Spanish 5 L1	Full Year	LLAS 1190 – Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture.	3
AP Spanish Language 6 L1	Fall	SPAN 3178 – This course provides a thorough review of grammar and methodical practice in composition leading to a command of practical idioms and vocabulary	3
AP Spanish Language 6 L1	Spring	SPAN 3179 – Recommended preparation: SPAN 3178. In-depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the Spanish-speaking world.	3

Classical Mythology	Full Year	CAMS 1103 – Origin, nature, and function of myth in the literature and art of Greece and Rome and the reinterpretation of classical myth in modern art forms.	3
AP Latin Literature L1	Full Year	CAMS 3102 – With a change in content, may be repeated for credit. Reading of Latin texts in the original.	3
Chinese 4 L1	Full Year	CHIN 1114 – Development of ability to communicate in Chinese, orally and in writing	4
Chinese 5 L1	Full Year	CHIN 3210 - Development of ability to communicate in Chinese, orally and in writing.	3
AP Chinese Language 6 L1	Full Year	CHIN 3211 - Development of ability to communicate in Chinese, orally and in writing.	3
AP French Language 6 L1	Fall	FREN 3250 – Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports.	3
AP French Language 6 L1	Spring	FREN 3268 – Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews.	3

Environmental Science	Full Year	NRE 1000E – An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation; pollution and water management; and wildlife and fisheries conservation.	3
General Physics I	Fall	PHYS 1201Q – Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.	4
General Physics II	Spring	PHYS 1202Q – Basic facts and principles of physics. The laboratory offers fundamental training in precise measurements.	4

For more information about the UConn Early College Experience, including course descriptions, tuitions/fees, and enrollment policies, visit: www.ece.uconn.edu.

All fees are non-refundable after the add/drop period.

COLLEGE CAREER PATHWAYS

The College Career Pathways program is designed to benefit every high school student regardless of his or her career goals. Manchester Community College (MCC) has identified GHS courses in Business Education and Foods as having curriculum equivalent to courses taught at the college level. College Career Pathways provides students with a program of study that coordinates secondary and post-secondary education, thus

eliminating repetition of course work. After completing the courses and graduation from high school, College Career Pathways students may be eligible for college credit. Students may continue their education at MCC or they may request these credits be transferred to other post-secondary institutions.

OTHER CREDIT OPTIONS

ACADEMY OF AEROSPACE & ENGINEERING AT THE GREATER HARTFORD ACADEMY OF MATHEMATICS AND SCIENCE

The Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science provides students in grades 9-12 from 35 school districts in the Capital Region Education Council (CREC), exciting supplementary scientific experiences through unique teaching methods and the use of state-of-the-art technology. These activities are designed

to motivate students toward higher levels of achievement in the natural sciences, connect students to real world applications of science and technology, and integrate concepts of math into the basic principles of scientific exploration. The ability to make connections between mathematics and science empowers students with knowledge, confidence, and motivation that extend beyond the classroom. You can apply to the Academy of Aerospace & Engineering at the Greater Hartford Academy of Mathematics & Science online at www.crec.org

GREATER HARTFORD ACADEMY OF THE ARTS AT THE LEARNING CORRIDOR AND TRINITY COLLEGE

The Greater Hartford Academy of the Arts is an interdistrict magnet high school focused on the arts that serves students each year in grades 9-12 from the 35 school districts in the Capital Region Education Council (CREC). The program is designed to prepare gifted and talented students to pursue post-secondary studies and professional careers in creative writing, dance, instrumental music, vocal music, theater, musical theater, technical theater, visual arts, or interarts study. You can apply to the Greater Hartford Academy of the Arts online at www.crec.org

MIDDLE COLLEGE HIGH SCHOOL AT MANCHESTER COMMUNITY COLLEGE (GREAT PATH ACADEMY)

Students in grades 10-12 who may have had academic challenges at Glastonbury High School and who have strengths and abilities that can be nurtured in a smaller, more individualized setting may have the opportunity to attend Great Path Academy. The focus at Great Path is on Graphic Arts, Communication, and Technology. The program is hands-on and includes work experience and the opportunity to take courses at MCC for college credit. Participating schools include Bolton, Coventry, East Hartford, Manchester, Tolland and Glastonbury. The school is located on the MCC campus. More information about Great Path can be obtained in the School Counseling Office.

STATE TECHNICAL HIGH SCHOOLS

It is not practical for industrial courses in a comprehensive high school to be presented with the intensity and the amount of practical application that can be offered in regional technical high schools such as Vinal Technical High School in Middletown and Howell Cheney in Manchester. For this reason, boards of education throughout the state reimburse transportation costs for any of their students who attend these technical schools. Students may apply for admission if they have successfully completed either the eighth or the ninth grade. If accepted, they will receive alternating weeks of general education courses and classes in shop theory and practice. A diploma is awarded at the close of successful completion of the three or four year program. The students will also have accumulated a specified number of hours toward licensing in their chosen trade.

Technical School Offerings:

Howell Cheney Technical High School

Automotive Technology Carpentry
Culinary Arts DigitalMedia
Electrical
Heating, Ventilation & Air Conditioning(HVAC)
Information Systems Technology
Mechanical Design & EngineeringTechnology
Diesel & Heavy-Duty Equipment Repair
Precision Machining Technology
Welding & Metal Fabrication

Vinal Technical High School

Carpentry Electrical
Automotive Technology VeterinaryScience
Diesel & Heavy-Duty Equipment
Hairdressing & Cosmetology
Heating, Ventilation & Air Conditioning(HVAC)
Information Systems
Precision MachiningTechnology

INDEPENDENT STUDY

This program is designed for the student who is broadly and deeply curious about a particular subject and who can benefit from the experience of developing, organizing, and completing a project that he or she finds stimulating. The work done must be over and above what is being offered in the curriculum. The independent study project may be taken in the place of an elective. The following conditions must be met to receive credit:

1. The project must receive the approval of a sponsoring teacher, the director of the department, the student's parents, and the high school administration.
2. Each student will be required to meet with the sponsoring teacher once a week to review his or her progress.
3. Credit will be given for the project. However, it is required that a student will spend at least sixty hours per one-half credit.
4. Grades for the study will be given on a regular or pass/fail basis. An administrator, the director, and the sponsoring teacher will determine the level of the course.

PASS/FAIL OPTION

This option is for seniors whose reasons for taking a course are based on its content rather than on achievement of a grade and for students who would like to take difficult or exploratory courses without risk to their G.P.A. (provided the course is passed). The following conditions must be met in order to participate:

1. A student must be a senior.
2. No course that is to be used as a "Requirement for a Diploma" may be chosen on a pass/fail option.

3. Seniors may elect one full year or two semester courses (one each semester) on a pass/fail basis.

4. The decision to participate in a selected course on a pass/fail basis must be made prior to the first quarter grade in any course. Students who are taking the pass/fail option are not exempted from the final exam. The principal and the appropriate director may make exceptions to these deadlines in rare instances.

REQUEST FOR CREDIT FOR COURSES TAKEN OUTSIDE GLASTONBURY HIGH SCHOOL

In order to receive credit for a course offered outside the Glastonbury School System, a student must complete the Request for Course Credit form at least five days prior to the start of the course. The student will be responsible for obtaining a course outline, documentation of the hours of instruction, and a final grade. In addition, the Director or Principal from the Glastonbury Public School System may require that a final examination for the course be taken outside the school system.

If the course is being taken for the first time, the hours of instruction must meet the state requirements. If the course is a make-up for one failed, the hours of instruction can vary proportionately, to be determined by the Director and Principal. Credit for a course required for graduation will be granted only under special circumstances. The Director and Principal must approve these requests.

SUMMER SCHOOL

Students who fail courses or lose credit due to attendance have the opportunity to make them up by attending the summer school programs sponsored by West Hartford Boards of Education or online through Educere. These programs differ.

Educere offers a remedial summer school open to students who have failed a course during the regular school year, have lost credit due to attendance, or want to improve a passing grade in a course already taken. (Note: If a student has failed all four marking periods of a full-year course, that course may not be made up in a remedial summer school). The grade the student earns for each three-week session is averaged with one original quarter grade and the final grade is then recalculated.

West Hartford Summer School offers courses that meet the minimum time requirements for credit (60 hours for 0.50 credit; 120 hours for 1.00 credit). The credit courses are designed to allow a student to earn a passing grade for course work previously failed, improve a passing grade, or earn credit for a course not previously taken.

The grade earned in one summer session in a course taken either to earn or improve a passing grade is averaged with two original quarter grades and the final grade is then recalculated. Grades for courses not previously taken are posted on the student's transcript with the notation S.S. (Summer School) and either 0.50 or 1.00 credit is given depending on the number of summer sessions attended.

Students who wish to make up a course or take a new course in summer programs other than East Hartford or West Hartford and who want to receive credit at Glastonbury High School

must obtain permission from the Principal and Director on the Request for Course Credit form prior to the beginning of the course. The form is available in the School Counseling office.

TRANSFER OF SCHOOL RECORDS

When a student enrolls in the high school from another school district, we will notify the previous district of the enrollment and request the student's educational and medical records. The previous school district is required by law to transfer the records with or without written parent authorization. Similarly, when the School Counseling Department receives notification of a student's enrollment in another district, we are required to transfer the records. We will notify the parent or guardian of the transfer at the time they are sent to a new school if no written parent authorization is on file.

School Counseling Best Practice Transfer Student Guidelines

PROCESS:

1. Transfer students new to GHS will have those courses from the previous school listed on the Glastonbury transcript. Transfer credits will be determined and awarded for those courses that align with our credit system. Grade point average (GPA) will be computed based on the student's course work and grade from previous school(s) and Glastonbury High.
2. When a student enrolls at GHS after a quarter has begun, that student's grade earned in the sending school/program will be given to the current GHS teacher if the student is placed in a corresponding class. That grade will be factored in with the student's work in his or her classes at GHS.
3. When a student enters from a school that requires them to participate in an after school sport, that required participation will be transferred in as .50 credit and denoted on a GHS transcript as a "P". This .50 credit will be counted as a Physical Education credit toward GHS graduation requirements.
4. A transfer student's GHS transcript is noted with the name of the previous school that the student attended.

SPECIAL SUPPORT PROGRAMS

SECONDARY SPECIAL EDUCATION PROGRAM

Programming for students with special needs at Glastonbury High School is provided in the least restrictive environment. Least restrictive environment means an educational environment which meets the needs of a child requiring special

education services, and at the same time ensures that to the maximum extent appropriate, students with disabilities are educated with children who are not disabled. It is the responsibility of each Planning and Placement Team to ensure

that no child is placed in a highly restrictive environment (such as full time special education classes) until all less restrictive programs have been tried. Programming options along the continuum of services are as follows:

1. Regular class with program adaptations
2. Regular class with supportive services in the general education (i.e. consultation/collaboration)
3. Regular class with resource services provided in a separate setting
4. Team taught classes in selected general education content areas
5. Special education class with instruction in general education to the maximum extent possible

In addition to the academic courses, the secondary special education program provides a variety of vocational options. A transition coordinator is available to assist all students with special needs in planning for a successful transition from school to post-secondary opportunities.

Another important vocational option is the Special Education Supported Work Experience Program, a cooperative program between the Special Education Department and employers in the community. The purpose of the program is to provide vocational training and experience to enable students to develop marketable skills.

MENTOR PROGRAM Grade 9

The Mentor Program is designed to serve those ninth graders in need of transitional academic and organizational support. Students who have been identified by eighth and ninth grade teachers and counselors as needing this program are assigned to a small group during a scheduled study hall with a teacher. The group meets each day. The Mentor Program provides students with the opportunity to develop academic and social skills. In addition, school counselors and support people from the community make visits to the mentored classrooms.

READINGSKILLS Grades 9-12

(Half Year-0.50 Credit)

1760 - Level 2

This course will be required for those students who need additional help with their reading skills in a small group setting. Placement in this course is based on classroom performance as well as the recommendation of the middle school supportive reading teachers. This course is open to all students who wish to improve their reading skills.

READING & WRITING ACROSS THE DISCIPLINES – Grades 9-12

(Half Year-0.50 Credit)

0700 - Level 2

This course is designed to help those students in need of strategies specific to reading and writing across the disciplines. While the course does include help with study skills, it is intended for those students who need more attention in reading and writing in the content areas. Classes will be limited in size

so those students needing additional teacher interaction will find it here. Students may retake this course with the permission of the Director of Language Arts.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs through various tiers of intervention. School personnel monitor student progress closely to be sure supports are appropriate and successful. For more information, visit the GPS website Parents tab to MTSS.

ACADEMIC PRACTICES

GROUPING

Classes in certain subjects have been grouped according to achievement levels to provide for students who have demonstrated special abilities or needs. Class groups are set as follows:

(1) Level 1 for students who have demonstrated high achievement in a particular subject area. Students taking Level 1 and/or AP courses should be aware of the demanding work and grading expectations of these courses.

(2) Level 2 for students who have demonstrated the academic knowledge and background to meet the requirements of their grade level.

All special education courses are Level 2 achievement. Special notation of enrollment in a Level 1 or AP class is made on the student's transcript. Some Level 1 courses offer the student the opportunity to participate in the University of Connecticut's Early College Experience Program or prepare students to take the College Entrance Examination Board Advanced Placement Tests.

A student's placement in a given level is reviewed periodically and students are placed in more appropriate classes as the need arises.

Note: As a rule, Level 1 courses are those with course numbers 0, 1, or 2 as the second digit.

As a rule, the first digit in each course number denotes the department as follows: Health, Physical Ed (0), English (1), History/Social Sciences (2), World Language (3), Mathematics (4), Science (5), Business Education and Agriscience & Technology (6), Family and Consumer Sciences and Music (7), Technology Education (8), Art (9).

Examples:

1101 English9	English, Level1
2430 EuropeanHistory1	Social Science, Level2

HONOR ROLL

The following criteria have been established for determining honor roll and high honor roll status for Glastonbury High School.

1. A 3.000 Grade Point Average (GPA) or better entitles a student to honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.

2. A 3.750 Grade Point Average (GPA) or better entitles a student to high honor roll status provided that no grade received is an incomplete (I) or is lower than a C- in any one course, including physical education. Physical education grades are included in the GPA.

3. High Honor Roll and Honor Roll listings will be published at the end of each quarter.

4. In computing honor roll, an A=4, A-=3.670, B+=3.340, B=3, B-=2.670, C+=2.340, C=2, C-=1.670, D+=1.340, D=1, D-=.670 and F=0. Level 1 courses are given one additional point.

Please note that, as it relates to the honor roll, physical education is half-weighted if it does not meet every day. Therefore, an A in physical education will not average with a C in another course for a B average.

PROMOTION TO THE NEXT GRADE Class of 2023 and Beyond

1. To become a sophomore, a student must have earned a minimum of **four** units of credit.

2. To become a junior, a student must have earned a minimum of **eleven** units of credit.

3. To become a senior, a student must be **scheduled to meet** all requirements for graduation.

REPORTING TO PARENTS: REPORT CARDS AND GRADING PORTAL

Parents and students can view information regarding student progress, grades, learning expectations and attendance via the PowerSchool Grading Portal. Parents that do not have access to this confidential, web-based system should contact the GHS School Counseling office for more information.

SUMMER READING PROGRAM

In an effort to promote a love of reading among students, Glastonbury High School students are encouraged to read independently, particularly during the summer months. This school-wide initiative is supported by Library Media Specialists, who monitor independent reading trends and provide students with recommendations and access to popular reads from various genres throughout the year. Since the goal is to encourage reading as the enjoyable pastime it is intended to be, students may read any book or text that matches their interests. Summer reading experiences are shared and celebrated at the start of the year through school-wide discussions which provide students and staff the opportunity to talk about what they have read. This celebratory approach to summer reading intends to promote a school culture that values reading beyond the classroom.

COURSES OFFERED

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S = STEM, G = General

AGRISCIENCE & TECHNOLOGY

Agriscience Leadership 1,2,3,4 (G)
Foundations of Agriscience & Technology(S,G)
Animal Science
 Introduction to Animal Science (S,G)
 Livestock Management(S,G)
 Veterinary Anatomyand Physiology(S,G)
 Veterinary Science(S,G)
 Kennel Management(S,G)
 Introduction to Companion Animals(S,G)
 Behavior and Trainingof Domestic Animals(S,G)
 Animal Reproduction and Genetics(S,G)
Natural Resources & Forestry
 Environmental and Natural Resources Studies(S,G)
 Fish and Marine Life Management (S,G)
 Wildlife Management(S,G)
 Forestry(S,G)
Plant Sciences
 Horticulture(S,G)
 Floral Art and Design (FA,H,G)
 Advanced Floral Design(FA,H,G)
 Green Infrastructure and Sustainable
 Design(FA,H,G)
 Agricultural Mechanic & Engineering
 Outdoor Power Equipment(S,G)
 Equipment Systems and Repair(S,G)

ART

Art Foundations(FA,H,G)
Advanced Drawing(FA,H,G)
AP Studio Art(FA,H,G)
Ceramics(FA,H,G)
Collaborative Connections in Art
(FA,H,G)
Contemporary Crafts Design(FA,H,G)
Drawing and Painting(FA,H,G)
Sculpture(FA,H,S,G)
Animation(FA,H,G)
Design Careers in STEAM(FA,H,S,G)
Digital Art & Media(FA,H,S,G)
Fashion Design (FA, H, G)
Film & Video Production(FA,H,S,G)

BUSINESS EDUCATION

Keyboarding and Computer Applications 1A(G)
Business Computer Applications (S,G)
International Business(G)
Personal Finance (S,G) Personal
Finance On-Line(S,G) Financial
Decision-Making(G) Banking and
Investments(G) Accounting (S,G)
Advanced Accounting(S,G)
Criminal Law (H,G)
Marketing (G)

Entrepreneurship(G)
Sports & Entertainment Marketing

ENGLISH

English 9
English 10
English 11
AP English Language and Composition(juniorsonly)
AP English Literature (seniors only)
Introduction to Poetry
American Literature
Modern Literature
Global Literature
Journalism
World Literature
Creative Writing(H,G)
SAT Preparation(H,S,G)
Film Study(H,G)

FAMILY & CONSUMER SCIENCES

Culinary Arts and Nutrition(G)
Foods and Cultures (H,G)
Professional Cooking(G)
Professional Baking(G)
Fashion Design(FA,H,G)
Early Childhood Development(H,G)
Early Childhood Education (H,G)
Introduction to Individual and Family Development(H,G)
Foundations of Education

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education GRADE 9 (HPE9)
Health and Physical Education GRADE 10 (HPE 10)
Upper-class Health and Physical Education(11-12 HPE)
Dance & Fitness
Lifetime Activities
Group Games
Alternative Environment Activities
Sports Issues
No Boundaries for Wellness
Personal Wellness; Strength & Performance
First Aid Careers in Athletics and Recreation(G)

HISTORY/SOCIAL SCIENCES

Civics/Current Issues
United States History I
United States History II
Themes of United States History I
Themes of United States History II
AP United States History
Modern World History I
Modern World History II
APEuropean History(H,G)
Introduction to Economics (H, S, G)
Introduction to Political Science(H,G)

Introduction to Psychology(H,G)
African American/Black and Puerto Rican/Latino
Studies(H,G)
Criminology(H,G)
AP Psychology(H,G)
Sociology(H,G)
Criminal Law

MATHEMATICS

Essentials for Algebra
Integrated Algebra and Geometry 1
Integrated Algebra and Geometry 2
Contemporary Math
Algebra 1A, 1B-1, 1B-2
Geometry A, 1-2
Geometry B
Algebra 2A, 1-2
Algebra 2B
Trigonometry(S,G)
Discrete Mathematics ECE(S,G)
AP Pre-Calculus, Level I(S,G)
Pre-Calculus, Level II(S,G)
AP Calculus AB(S,G)
AP Calculus BC ECE(S,G)
Multivariable Calculus w/ Linear Algebra(S,G)
SAT Preparation(H, S, G)
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society(S,G)
AP Computer Science Principles(S,G)
Introduction to Computer Programming(S,G)
Computer Programming in C++ 1, 2(S,G)
AP Computer Science A(S,G)
Data Structures and Algorithms(S,G)
Cybersecurity
AP Statistics
Introduction to Data Science (S,G)
Coding, Data Science, and Society(S,G)
Personal Finance (S,G)
Personal Finance On-Line(S,G)
Financial Decision Making(S,G)
Accounting (S,G)
Advanced Accounting(S,G)

MUSIC

Concert Band(FA,H,G)
Symphonic Band(FA,H,G)
Chamber String Ensemble(FA,H,G)
String Orchestra(FA,H,G)
Concert Choir(FA,H,G)
Chorus(FA,H,G)
Treble Choir(FA,H,G)
Piano/Keyboard(FA,H,G)
Fundamentals of Music Theory*(FA,H,G)
AP Music Theory*(FA,H,G)
Music Studio Production(FA,H,S,G)
Beginning Guitar(FA,H,G)
Intermediate Guitar(FA,H,G)
Popular and World Music(FA,H,G)

SCIENCE

Integrated Science
Chemistry
AP Chemistry
Biology
AP Biology
Introductory Physics

Physics
AP Physics 1 & 2
AP Physics(S,G)
AP Environmental Science(S,G)
Advanced Research Mentorships in the Natural Sciences(S,G)
Astronomy(S,G)
Forensic Science(S,G)
Human Anatomy and Physiology(S,G)
Principles of Applied Robotics and Engineering(S,G)
Coding, Data Science, & Society (S, G)

TECHNOLOGY EDUCATION

Advanced Photography(FA, H, S, G)
Applied Engineering (S,G)
Architectural Design (FA,H,G)
Computer Assisted Design(CAD)(FA, H, S, G)
Digital Electronics (FA, H, S, G)
Engineering Design(FA, H, S, G)
Video Game Design & Development (FA, H, S, G)
Graphic Communication Technology(FA, H, S, G)
Photography (FA, H, S, G)
Production Systems(S,G)
Transportation Systems (S,G)
TV Broadcasting (FA, H, S, G)
Web Design and Mobile Application Development(S,G)
Principles of Applied Robotics and Engineering(S,G)

TELEVISION AND THEATRE ARTS

Drama 1(FA, H, G)
Lighting and Sound for Theater(FA, H, S, G)
TV Broadcasting (FA, H, S, G)

WORLD LANGUAGES

French 1-2(H,G)
French 3,4,5,6 (H,G)
AP French Language 6/ECE(H,G)
French I, II, III, IV, V (H,G)
Advanced Studies in Classical Mythology(H,G)
Word Power Through Latin(H,G)
Ancient Greek I, II (H,G)
AP Latin Literature V(H,G)
Latin I- I, II, III, IV(H,G)
Chinese 1, 2, 3, 4, 5 (H,G)
AP Chinese Language 6/ECE(H,G)
Russian 1-2(H,G)
Russian 3, 4, 5(H,G)
AP Russian Language 6 (H,G)
Spanish 1-2 (H,G)
Spanish 3, 4, 5, 6(H,G)
Spanish 5/ECE (H,G)
AP Spanish Language 6/ECE (H,G)
Spanish for Spanish Speakers (H,G)
Spanish I, II, III, IV, V (H,G)
English for Multilingual Learners 1, 2, 3 (H,G)
Multilingual Learner Tutorial (H,G)

OTHER CAREER AND TECHNICAL EDUCATION PROGRAMS

State Vocational Technical High Schools

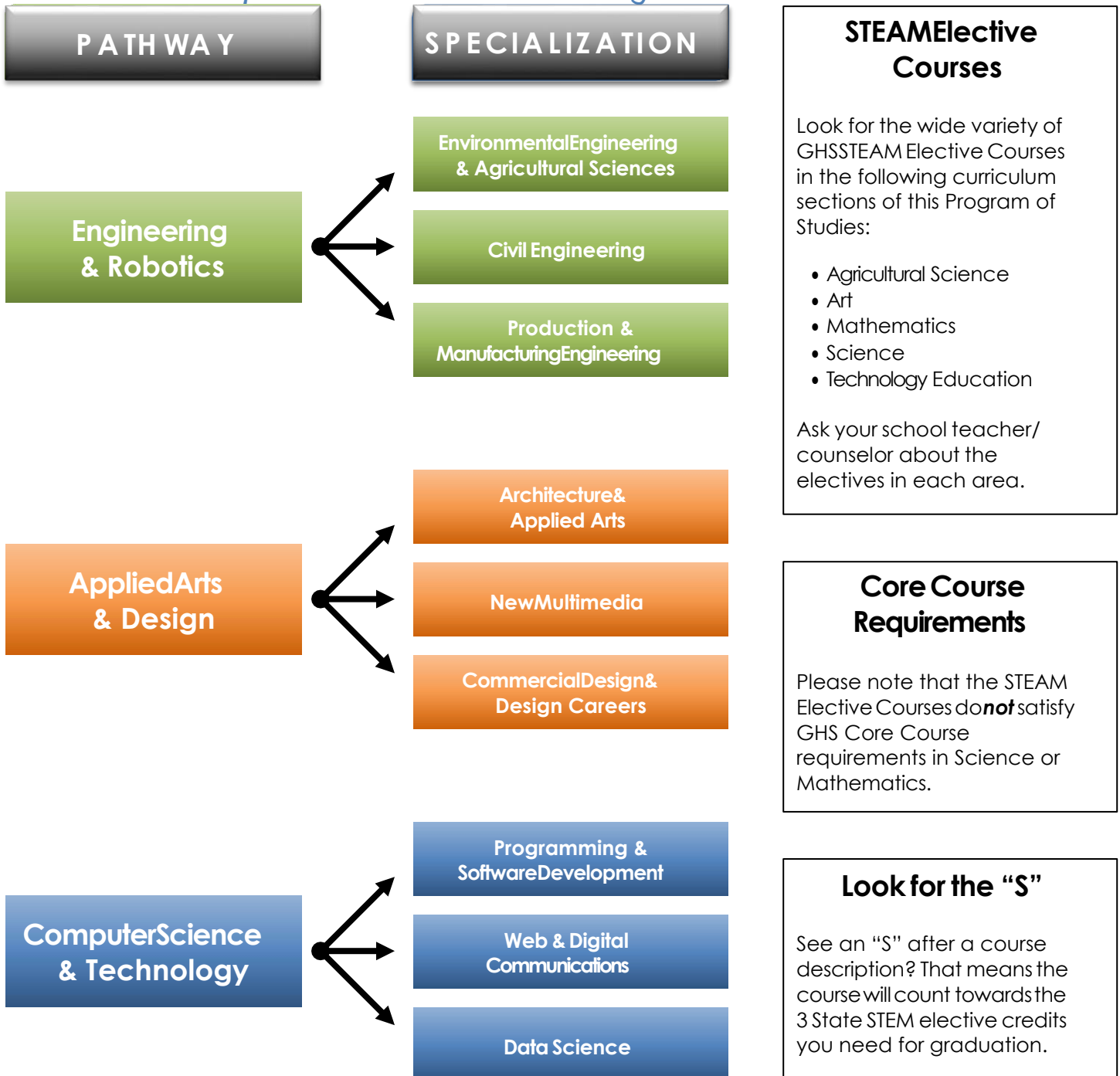
* Represents courses offered on alternating year cycles. See individual course descriptions for dates. Availability of courses is subject to change due to changes of the budget and economic conditions.



GHS Students

Spark your Passions and Prepare for your Future!

Explore the STEAM Pathways Available to You.



COURSE DESCRIPTIONS

Elective Credit Fulfillment: FA=Fine Arts, H=Humanities, S=STEM, G=General

AGRISCIENCEANDTECHNOLOGY

The AgriScience and Technology program offerings are open to all students. Courses may be elected on the same basis as any other course in the program of studies, however *preference will be given to program students first*. AgriScience and Technology courses enable students to survey areas in which they have interests, aptitudes, and/or college and career aspirations. The department has the goal of providing education about - and - for AgriScience/AgriBusiness. Courses are designed to meet the college and career needs of students.

The major areas of study are grouped under Animal Sciences, Natural Resources and Forestry, Plant Sciences, and Agricultural Mechanics & Engineering. Students may sample courses from each area or specialize in one or two, depending upon their interests.

AgriScience and Technology program students are required to:

- Enroll in the appropriate AgriScience Leadership course
- Incoming Freshmen are required to enroll in Foundations of AgriScience & Technology in addition to AgriScience Leadership 1
- Successfully complete a given number of classes as outlined by state legislation and regulations
- Participate in leadership activities (the primary vehicle to accomplish this is the FFA Organization)
- Develop and implement a Supervised Agricultural Experience (SAE) program under the supervision of an AgriScience staff member (grades 9-12).

Students who complete three or more years (minimum of six semester courses) in AgriScience and Technology may, with the consent of the Director of Science and Director of Career Technical Education, receive one science credit.

All courses provide opportunities for students to demonstrate all learning expectations.

AGRISCIENCE LEADERSHIP COURSES:

There are two components to these courses:

1. The Supervised Agricultural Experience (SAE) may include entrepreneurship, placement, or research external experiences. Various combinations of these may make up the work experience component. Students will be required to keep records of their activities and will be supervised by an AgriScience and Technology teacher. This phase is completed year-round and outside of the scheduled leadership course (1.0 credits). Students must complete at least 125 hours each year and maintain an active SAE all four years.

2. The classroom component will meet for one (0.5 credits). This phase will include developing skills, interviewing for jobs and writing resumes as well as discussion of employee benefits and other related topics. Students will also be required to meet the minimum expectations of the FFA degrees associated with each year, to develop career and leadership skills via Career Development Events (CDE's) and Leadership Development Events (LDE's) which may occur as co-curricular field experiences.

AGRISCIENCE LEADERSHIP 1

(Half Year - 1.5 Credit)

(Freshmen Only)

6671 - Level 1

This is a required course for all ninth graders entering Glastonbury High School as AgriScience program students. Students will be introduced to the AgriScience center and gain an understanding of the GHS community. Students will be given an overview of the scope of AgriScience program requirements and experiences. Students will learn about the FFA, develop their Supervised Agricultural Experience Program (SAE), and work with their advisor to meet minimum expectations for Greenhand Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 2

(Half Year - 1.5 Credit)

(Sophomores Only)

6672 - Level 1

This is a required course for all AgriScience students in grade 10. The course builds on the concepts introduced in the AgriScience Leadership 1 course. Students will expand their knowledge related to the FFA and parliamentary procedure while completing an agriculturally related research paper including an oral presentation. Students will work as a group to organize an FFA sales project and develop leadership skills. They will continue their comprehensive SAE portfolio,

meet minimum expectations for Chapter Degree and prepare for various CDE's and LDE's. (G)

AGRISCIENCE LEADERSHIP 3

(Juniors Only 1.5 Credit)

6673- Level 1

This is a required course for all AgriScience students in grade 11. The course builds on the concepts introduced in the previous AgriScience Leadership courses. Students will expand their knowledge related to the FFA and parliamentary procedure while completing an agriculturally related research paper including an oral presentation. Students will work as a group to organize an FFA sales project and develop leadership skills. They will continue their comprehensive SAE portfolio, meet minimum expectations for State Degree and prepare for various CDE's and LDE's. This course meets the state Financial Literacy Requirement (G)

AGRISCIENCE LEADERSHIP 4

(Seniors Only 1.5 Credit)

6674- Level 1

This course is for all AgriScience students in grade 12. Students prepare for FFA Proficiency Awards, Scholarship opportunities, CDE's, LDE's and college/career life after high school. Students are expected to have completed a minimum of 500 SAE hours by the end of the course to complete their program requirement. (G)

FOUNDATIONS OF AGRISCIENCE & TECHNOLOGY

(Half Year-0.50Credit)

6655- Level 2

Foundations of AgriScience and Technology introduces students to the four main concentrations within the AgriScience and Technology program (Animal Science, Plant Science, Natural Resources and Agricultural Mechanics & Engineering) as well as current industry standard practices. STEAM disciplines are woven through the context of Agriculture and students learn, apply and master standards and skills across content areas. While surveying Animal Science, Plant Science, Natural Resources and Agricultural Mechanics & Engineering students: investigate, experiment, analyze data, problem solve and communicate their solutions and conclusions publicly. Students explore career and post-secondary opportunities in each AgriScience concentration. Completion of this required AgriScience course will prepare students for their SAE and to select an AgriScience concentration for their advanced studies. This is a required course for freshmen enrolled in the AgriScience program. (S,G)



ANIMAL SCIENCE

INTRODUCTION TO ANIMAL SCIENCE

(Half Year-0.50Credit)

6570 - Level 2

This course will serve as an introduction to all animal science courses. It will include terminology associated with companion animals and livestock. Students will discover the relationship between people and animals as they study animals used as companions, food and fiber, and in research. The course will cover basic animal nutrition, reproduction and behavior and serve as the basis for advanced animal science courses. (S, G)

LIVESTOCK MANAGEMENT

(Half Year-0.50Credit)

6415- Level 2

Prerequisite: Introduction to Animal Science

This course will focus on several areas of Livestock Management (i.e. horses, cattle, poultry, swine, goat, sheep, etc.). Students will learn about the history and use of livestock, the development of breeds and their characteristics, and the functions of breed associations. Students will also learn how to select livestock based on conformation as it relates to performance, pedigree and personal preferences. Basic livestock behavior and training, basic nutrition and balancing of rations, restraint, and grooming will be studied. Career opportunities will be explored and students may have the opportunity to work with live animals. (S, G)

VETERINARY ANATOMY AND PHYSIOLOGY

(Half Year-0.50Credit)

6431 - Level 2

Prerequisite: Introduction to Animal Science

This course will examine the anatomy and physiology of animals as it relates to the understanding

of veterinary medicine. Students will learn and apply veterinary terms, animal restraint techniques, and how to conduct physical exams. Students will also learn how to - identify and treat common animal diseases. Students will have the opportunity to work with live animals and conduct physical and virtual dissections. (S, G)

VETERINARY SCIENCE

(HalfYear-0.50Credit)

6441 - Level 2

Prerequisite: Introduction to Animal Science

This course will focus on the causes, prevention and treatment of animal disease. The course will cover vaccination protocols, pharmacology, radiology, veterinary instruments, euthanasia and the pet people bond. Students will have the opportunity to explore the various types of disease on a species of their choice. The course will explore opportunities in veterinary medicine and related fields. (S, G)

KENNEL MANAGEMENT

(HalfYear-0.50Credit)

6490 - Level 2

This course is designed to give students a background in the care and management of the many breeds of dogs. There will be opportunities for students to dialogue with guest speakers, interview individuals, and participate in various activities. The course will cover breeds, selection, reproductive management, health care and disease prevention, grooming, and training of dogs. Students will have the opportunity to perform several kennel related activities with dogs. Career opportunities will be explored. Field trips may be included. (S, G)

INTRODUCTION TO COMPANION ANIMALS

(HalfYear-0.50Credit)

6501 - Level 1 (ECE)

Prerequisites: Biology & Introduction to Animal Science

This upper-level course is designed to give juniors and seniors a background in the care and management of the many breeds of cats and to explore other animals as companions. Students will have the opportunity to work with cats and other small companion animals. The course will explore the animal-people bond, animal care, selection of breeds, nutrition, reproduction, health and management of: cats, birds, rabbits, ferrets and other small animals. Students will also examine career opportunities with small animals. Students must have successfully completed Biology and Introduction to

Animal Science prior to registering for the course. Students taking this course may enroll in the UConn ECE program (see page 11). (S, G)

BEHAVIOR AND TRAINING OF DOMESTIC ANIMALS

(HalfYear-0.50Credit)

6445- Level 1 (ECE)

Prerequisites: Biology & Introduction to Animal Science

This upper-level course is designed to give juniors and seniors opportunities to apply theories of behavior regarding cattle, horses, sheep, goats, swine, poultry, cats and dogs to their management, training and welfare. Basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management will be covered. Students will train an animal as a part of the class. Students must have successfully completed Biology and Introduction to Animal Science prior to registering for the course. It is recommended that students first take Introduction to Companion Animals, but is not required. Students taking this course may enroll in the UConn ECE program (see page 11). (S, G)

ANIMAL REPRODUCTION AND GENETICS

(HalfYear-0.50Credit)

6450 - Level 2

Prerequisite: Biology & Introduction to Animal Science

This course will explore the reproductive physiology and anatomy of livestock, pets, and wildlife. It will look at the hormonal regulation of the reproductive process and explore the use of biotechnology in regulating reproduction in animal populations including its use in saving endangered species. Students will explore genetic principles and apply them to the selection, breeding, and development of animal populations. Students will have the opportunity to explore particular areas of interest as they apply to reproduction and genetics through research and class activities. Career opportunities will be examined. (S, G)

NATURAL RESOURCES AND FORESTRY



PRINCIPLES OF AGROECOLOGY AND CONSERVATION

(Half Year–0.50 Credit)

6525 Level 2

This course covers a wide variety of topics related to our natural resources, including an exploration of the living and non-living components of soil, water, and ecosystems interactions. Students will gain an understanding of the diversity of natural resources and how they can be utilized and conserved. Through experimentation, discussions, and experiences students will discover the sustainable management of resources that seeks to preserve the integrity of the services that they provide. Students will also explore how the intentional blend of the principles of ecology into agricultural production and natural resource management can lead to a more sustainable outcome. This course will serve as an introduction to all Natural Resource courses. (S, G)

FISH AND MARINE LIFE MANAGEMENT

(Half Year–0.50 Credit)

6470 - Level 2

This course will survey fresh and marine species in both natural and managed systems, especially those in our local area. Students will explore careers, learn tank maintenance, water quality, fish anatomy and physiology, freshwater and marine ecology, and aquaculture system management. Students will perform on-site and off-site experiments related to fish and marine life management, including the regular maintenance of our on-site tanks. Guest speakers may be a part of this course. Emphasis in the course will be placed on local water systems such as the Connecticut River and the Long Island Sound.

(S, G)

WILDLIFE MANAGEMENT

(Half Year–0.50 Credit)

6480 - Level 2

This course will survey the history of wildlife conservation in the United States and the world. It will cover habitats, wildlife population capacities, current methods of preserving endangered species, population genetics, factors influencing wildlife populations, and management practices. The course will focus on mammal and bird populations, especially those indigenous to Connecticut and New England. Students will be exposed to multiple wildlife species and will create a field guide throughout the semester. They will be involved in developing habitat plans, determining populations and carrying capacities of land areas, and surveying land for wildlife improvements. Class work may be supplemented by field trips, guest speakers, and exploration of related careers. (S, G)

FORESTRY

(Half Year–0.50 Credit)

6510 - Level 2

This course will provide the student with an introduction to forestry as a science and a practice. Careers in forestry, dendrology, identification, harvesting procedures, timber cruising, orienteering, forest health, timber stand improvement, and sustainable forest management. Emphasis will be put on local tree species and populations.

There will be several on-site and off-site experimental forestry related activities. Students should be prepared to utilize the outdoors as a laboratory space. (S, G)

PLANT SCIENCES



FUNDAMENTALS OF HORTICULTURE

(Half Year–0.50 Credit)
6641 - Level 1 (ECE)

This course will focus on horticulture as both a science and practice with a blend of concepts ranging from plant physiology basics to practical applications in a diversity of plant science pathways. Topics will include a foundational understanding of plant structure, growth, and function. This will build towards more advanced physiological processes such as plant propagation and the role of environmental factors on production. Students will then apply our learning to applied understandings of production systems, their management, and the impact of emergent technology. Class time will include a blend of instruction, laboratory experience, and the management of our school's greenhouse. Students taking this course may enroll in the UConn ECE program (see page 10). (S, G)

FLORAL ART AND DESIGN

(Half Year–0.50 Credit)
6541 - Level 1 (ECE)

This course seeks to introduce the student to the study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony and care of perishable media. Individual expression is encouraged in the creation of floral composition. The student will gain practical experience in the making of arrangements while emphasizing the principles of design. The course will also focus on the merchandising and business areas of the floral industry. Students taking this course may enroll in the UConn ECE program (see page 10). (FA, H, G)

ADVANCED FLORAL DESIGN

(Half Year–0.50 Credit)
6550 - Level 1 (ECE)

Prerequisite: Floral Art and Design

This course allows full-time Agriscience students and students considering floral design as a career to have advanced experiences. Students will create more specialized and difficult arrangements including sympathy and wedding arrangements. Students will learn principles of design, costing, and marketing strategies as well as the planning and ordering of flowers. Students taking this course may enroll in the UConn ECE program (see page 10). (FA, H, G)

GREENINFRASTRUCTURE AND SUSTAINABLE DESIGN

(Half Year–0.50 Credit)
6615 - Level 2

This course will study sustainable landscapes and their aesthetic functionality. In this course, students will learn and then apply the foundations of landscaping to the rapidly growing field of green infrastructure and sustainable design. Students will use the elements and principles of design to draw landscapes for both commercial and residential settings. Students will first be introduced to many aspects of the traditional landscape industry including plant identification, site analysis, the elements of design, plant selection, the use of industry-standard technological design tools.

Students will integrate and apply their learning to the context of green infrastructure by exploring sustainable technology including, but not limited to, green roofs, vegetative walls, and rain gardens. In doing so, students will connect their foundational knowledge to real-world problems. Career opportunities in landscape architecture and design may be explored through field trips and guest speakers. At the end of the course, students will have a portfolio of work that will serve as artifacts for the transferable skills and knowledge they have acquired throughout the semester.

(FA,H,G)

AGRICULTURAL MECHANICS & ENGINEERING

OUTDOOR POWER EQUIPMENT

(Half Year–0.50 Credit)

6670 - Level 2

This course will cover the safe operation, maintenance, and care of small power equipment primarily used in grounds care and landscaping operations. Students will learn to operate and perform maintenance on equipment that may include lawn and garden tractors, lawn mowers, edgers, leaf blowers, rototillers, snow blowers, etc. The safe use, operation and maintenance of larger tractors (those with horsepower over 20) will be studied and practiced and an opportunity to receive National Safe Tractor and Machinery Operation Program certification will be available. Additionally, business procedures for managing a small outdoor power equipment business will be researched. Field trips to local businesses and guest speakers may be utilized to enhance the students' understanding of job opportunities. This course meets the requirement of a basic Agriscience course. (S, G)

EQUIPMENT SYSTEMS AND REPAIR

(Half Year – 0.50 Credit)

6660 - Level 2 Prerequisite: Outdoor Power Equipment

Students enrolled in this course will study engine theory, comparison of different types of engines, hydraulics & pneumatics, and welding applications specifically as they relate to agriculture. Students will learn to take apart and rebuild small engines. Also included will be theories and applications of electric arc, MIG, TIG and oxyacetylene welding. This course will cover safety procedures associated with all these applications and emphasize hands-on laboratory activities in each of the areas to be explored. Related career opportunities will be discussed.

ART

“...artmaking is essentially a learning process that spans the entire continuum between learning and creativity.”

Julia Marshall in *Connecting Art, Learning, and Creativity: a case for curriculum integration*. (Studies in Art Education, Vol. 46 3, 2005)

The GHS Art Program provides meaningful learning experiences for students who wish to work in visual arts for personal satisfaction, as well as for those considering careers in the visual and applied arts. The major goals of the Art Program at GHS relate to the development of knowledge, skills, and attributes in the areas of: (1) creative thinking, (2) personal expression, (3) visual literacy and discrimination, (4) qualitative aesthetic judgment, (5) cultural understanding and appreciation, (5) critical and analytical thinking skills, and (6) 21st Century Skills, attributes, and literacies. Specifically, students, across all Art courses, will learn, develop, and apply the “habits of mind” associated with visual artists and designers in the areas of creating, reflecting, refining, responding, communicating, and demonstrating artistic literacy.

Art is an important component of the STEAM program here in Glastonbury Public Schools and multiple art electives offer students the opportunity to gain STEAM credit.

Technology is an ever-present part of our lives and, therefore, plays a key role in the visual and applied arts as a tool for artistic expression, communication, research, and creative production. Whenever and wherever possible, computer software and hardware applications and multimedia techniques will be included as relevant real-world experiences.

Design continues to emerge as an important area of study in the visual and applied arts. The strategies, approaches, and skills designers develop and apply across a wide range of design-related fields will be explored in learning experiences in all Art courses.

The Art Department’s offerings meet the needs of all students offering specific electives for AP or ECE credit and Level 1 or 2. Enrollment in all Art courses is open to all students with the exception of Advanced Drawing and AP Studio Art, which require prerequisite courses taken and/or consent of the instructor. To enroll in more than two art courses per semester, a student must receive permission from the department director. All courses will provide opportunities for students to demonstrate all learning expectations.

ARTELECTIVES

ART FOUNDATIONS

(Half Year–0.50Credit)

9321 - Level 2

This introductory course provides students with experiences to explore artistic skill development, personal expression and creative thinking. Art Foundations represents an overview of the visual arts program at GHS and helps students learn what type of art they are interested in. Students have the opportunity to explore 2-D and 3-D media and processes, including drawing, graphic design, painting, illustration, sculpture, and crafts, while learning about art-related careers. Students will create original artwork while exploring a variety of multimedia and technology- based visual arts with an emphasis on collaboration, problem-solving skills, craftsmanship, and artistic literacy. (FA, H, G)

ADVANCED DRAWING

(Half Year – 0.50 Credit) 9110 - Level 1 (ECE)

9310 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Successful completion of Drawing & Painting and recommendation of the Instructor.

This course provides a continuation of drawing skill development, emphasizes increased individual exploration of art mediums, and encompasses the development of a focused body of work. Students will be responsible to complete weekly sketchbook assignments and participate in individual and class critiques. Students will work with a variety of professional media and explore innovative and traditional techniques. Students may enroll in this course at level 1 for UCONN ECE credit. This course may be taken for four semesters with 0.50 credit given for each semester. This course should be taken as a prerequisite for AP Studio Art. (FA, H, G)



APSTUDIO ART

(2-D, 3-D, or Drawing Portfolio)

(Full Year – 1.00 Credit)

9150 - Level 1

(Offered for grades 11 and 12)

Prerequisite: 1 1/2 credits in art, including Advanced Drawing and recommendation of the Instructor.

Students in Advanced Placement Studio Art will choose to create a 2-D Art and Design Portfolio, a 3-D Art and Design Portfolio, or a Drawing Portfolio. Students enrolled in the class explore and build upon the techniques, skills, theories, and principles learned in prior art courses. Students will expand and master their skills in drawing, painting, design, and/or 3-D media, grow artistically and creatively while developing a personal style, and engage their critical thinking and problem solving skills. This course will address three major concerns that are constants in high school art: (1) measurable quality in a student's work as demonstrated through exceptional technical skill and conceptual merit (2) the student's commitment to concentration on a particular visual interest or problem, and (3) the student's need for experience in the formal, technical, and expressive means of the artist in the context of specific lineage, historical models, and contemporary theories and practices. Students have the opportunity to earn AP credit by going through the portfolio application and submission process. Students will be required to complete summer art assignments prior to entering this course in the fall. (FA, H, G)

CERAMICS

(Half Year– 0.50 Credit)

9330 - Level 2

This course introduces students to the techniques and processes of working with clay. Students will develop skills in problem solving and how to work three-dimensionally, while practicing a variety of hand building techniques including coil building, slab construction, pinch, press mold, sculpture, as well as throwing on the wheel. Students will learn surface treatment methods and various glazing techniques and applications for the production of functional, decorative, and artistic forms. Through these ceramic processes, students learn innovations and adaptability as well as how to articulate and communicate thoughts and ideas clearly and effectively. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G)

COLLABORATIVE CONNECTIONS IN ART

(Full Year– 1.0 Credit)

9355 - Level 2

Prerequisite: Recommended by instructor and Director's approval required.

In this course student "Collaborator" peer models will acquire leadership skills by facilitating and participating in the creative process, helping develop and tailor art experiences across a

variety of art media and practices to help

their peers develop cognitive, social/emotional, and behavioral skills.

Activities range from experiences in the fine, applied, craft, and STEAM arts. Students will develop relationships and foster an appreciation and understanding of individual differences, strengths, interests, and needs. Curriculum is designed to make the course meaningful, motivating, accessible, and joyful for all participants. (FA, H, G)

CONTEMPORARY CRAFT DESIGN

(Half Year–0.50 Credit)

9351 - Level 2

Students are introduced to new forms of art making through exploration of traditional and nontraditional media and materials, in the fields of crafts, fine art, and design. Students learn processes and techniques that may include glass, weaving, jewelry making, textiles, fiber arts, and woodworking, and experiment with repurposing, recycling, and up-cycling found objects and materials. With a strong emphasis on alternative media and materials exploration, students plan and develop original artwork using creative thinking and the process of problem-solving. Students will discuss and consider aesthetics, functionality, decoration, and utility through the planning, creating and critiquing processes. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G)



DRAWING AND PAINTING

(Half Year– 0.50 Credit)

9370 - Level 2

A variety of drawing and painting techniques are introduced with traditional and experimental media and subject matter. Observational drawing methods are practiced to create depth on a 2- dimensional surface, and color theory is explored through painting and color media. As students' progress, risk-taking and personal choices are encouraged as they build a repertoire of more advanced skills and become more self-expressive in their work. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for Advanced Drawing. (FA, H, G)

FASHION DESIGN

(Half Year – 0.50 Credit)

7595 - Level 2

Fashion Design is an introductory course for students interested in learning the role of designers in the fashion industry. Through the exploration of historical trends, notable designers, fashion illustration, as well as sewing/construction, students will extend their artistic expression to create unique designs and wearables. Students will learn essential trade practices, from concept development as 2D designs to sewing techniques for finished garments. This course may be taken for four semesters with .50 credit given for each semester. (FA, H, G)

ARTELECTIVES (STEAM)

ANIMATION

(Half Year-0.50 Credit)

9410 - Level 2

Through traditional and contemporary processes, students in Animation learn to make original images appear to move and come alive! Students use Adobe Animate, iPad apps and other technology to render animations for story-telling and personal expression. Emphasis is placed on creative problem-solving, storyboarding, and the principles of Animation. This hands-on course provides a foundation for future work with animation and digital art while exploring sophisticated software used by professional animators. Previous animation and drawing experience is not required. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 2-D Design. (FA, H, S, G)



Design Careers in STEAM

(Half Year– 0.50 Credit)

9200 - Level 1

9210 - Level 2

Design Careers in STEAM offers the opportunity to develop creative and artistic solutions to real-world scenarios. Students will use the creative process and design thinking to explore applied design fields such as Architecture/Interior, Product, Industrial, and Interface Design. Students will also learn about social innovation design and how to bring about real change in the world. Design Careers in STEAM will use the professional collaborative design team model (Project Manager, Art Director, Designer role) to conceive, develop, manage, and produce. Students will have opportunities to apply knowledge from other disciplines and bring their concept to prototype.

Students choosing level 1 will work as leaders in the class, explore research on STEAM fields, can opt to utilize the Adobe Education Exchange to gain greater proficiency in an Adobe Creative Cloud program(s). This is a STEAM pathway and applied design pathway course for students on or interested in a career or college path. This course may be taken for four semesters with .50 credit given for each semester. (FA, S, G)

DIGITAL ART & MEDIA

(Half Year–0.50Credit)

9402 - Level 1 (ECE)

9401 - Level 2

Students will use computer design technology as a creative tool and incorporate digital media in the production of visual art and design.

Emphasis is on the creation, manipulation, and display of the digital image. Collaboration is encouraged to expand ideas and build computer skills. Experiences may include collaborative group advertising, textile design, fine art creation, graphic communication page layout, photographic manipulation, presentation, and class critique. Students learn professional applications of art and design software, including Adobe Suite programs such as Photoshop and Fresco to create original images. Previous computer experience or art experience is not required. Students may enroll in this course at level 1 for UCONN ECE credit. This course may be taken for four semesters with 0.50 credit given for each semester. This course can be taken as a prerequisite for AP 2-D Design. (FA, H, S, G)

semester. This course can be taken as a prerequisite for AP 3-D Design. (FA, H, G, S)



FILM & VIDEO PRODUCTION

(Half Year–0.50Credit)

9393 - Level 1 (ECE)

9392 - Level 2

Students will explore video arts and film-making as an art form. Video art, experimental film, and historical film genres will be discussed, analyzed, and used to inspire the creative process. Students will plan and develop ideas for original story-telling using digital video media, learning to use cameras, lighting, and sound equipment. Students learn professional processes of script-writing, videography, storyboarding, and digital editing to create independent and collaborative films and video. Students will use professional video software, including Adobe Premiere Pro and Adobe Rush to create original videos. Students may enroll in this course at level 1 UCONN ECE credit. This course may be taken for four semesters with .50 credit given for each semester. (FA, H, S, G)

SCULPTURE

(Half Year–0.50Credit)

9380 - Level 2

This course in multimedia construction encourages the exploration of materials and processes as students develop three-dimensional problem-solving skills, sculptural techniques and artistic expression. Working with materials such as soapstone, clay, wood, wire, plaster and found objects, students plan, design and construct uniquely expressive forms and participate in class critiques. Additive, subtractive, modular, and relief sculptural processes are explored. STEAM processes and technology offer students the opportunity to explore connections through sculpture. This course may be taken for four semesters with 0.50 credit given for each

BUSINESS EDUCATION

The Business Department curriculum provides opportunities for students to develop knowledge, attitudes and skills to live and work as productive citizens. Students apply technology, legal principles, communication skills, and computational skills to meet the challenges of a fast-changing multicultural society. Students enrolled in Business Education courses build an educational foundation that also promotes responsibility and ethical behavior.

All courses will provide opportunities for students to demonstrate all learning expectations.

KEYBOARDING AND COMPUTER APPLICATIONS 1A

(Half Year – 0.50 Credit)

6320 - Level 2

Students will develop and improve their keyboarding skills by creating various business documents (letters, memos, reports, etc.). Instruction will be provided in the touch-typing method and be supported through various computer software programs. Use of the Internet will enhance coursework. To expand their knowledge of additional business software applications, students are encouraged to enroll in Business Computer Applications. Students in grades 10-12 may be eligible for college credit through the College & Career Pathways program through CT State Community College. (G)

BUSINESS COMPUTER APPLICATIONS

(Half Year – 0.50)

6340 – Level 2

Prerequisite: None

Students will acquire essential computer software skills that will benefit them throughout their high school and post-secondary course work. Students will gain experience from hands-on application of Microsoft Office software, including word processing, spreadsheets, presentation graphics, database management, and desktop publishing. Students in grades 10-12 may be eligible for college credit through the College & Career Pathways program through CT State Community College. (S, G)

INTERNATIONAL BUSINESS

(Half Year -0.50 Credit)

6290 - Level 2

(Offered for grades 10-12)

Students will explore and learn about the various elements of running a business from a global perspective. The course will cover topics such as economics, management, finance, operations, employment, and marketing. Special emphasis will be placed on how different cultures, governments and people around the world interact to make up the global economy as it exists today. (G)

PERSONAL FINANCE

(Half Year – 0.50 Credit)

4651 – Level 2

(Offered for grades 10-12)

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of financial literacy. Topics include: money management and budgeting, major expenditures, loans and credit, managing income and taxes, banking, saving, investing, and protecting wealth through insurance.

Instruction may be supported through computer software simulations, field-trips, and guest speakers. By the end of the course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after high school Meets State Financial Literacy Graduation Requirement. (This course may serve as a mathematics graduation credit.) (S, G)

FINANCIAL DECISION-MAKING

(Half Year – 0.50 Credit)

4661 - Level 2

(Math credit)

Students will acquire essential skills to make sound financial decisions. They will practice core financial literacy skills and experience the real-world impact of their financial decisions. Students will complete activities/projects that involve making financial decisions (leasing vs. buying a car; renting an apartment vs. buying a house etc.), and will compete in a personal finance simulation to apply knowledge gained throughout the semester. (This course may serve as a mathematics graduation credit). (G)

BANKING AND INVESTMENTS

(Half Year – 0.50 Credit)

6110 – Level 1

6310 – Level 2

Banking and Investments is open to students in Grades 11-12. Students will learn about the world of finance, financial institutions as businesses and their role in the world economy. Through hands-on activities, case studies and guest speakers, students will explore the Federal Reserve System, employment in financial services, and real-world banking and investment practices. Any business course may serve as a prerequisite. *This course may be taken for Level 1 or Level 2 credit.* This selection will be agreed upon during the first week of class. In addition to completing all of the level 2 work, level 1 students will be required to take enhanced assessments, submit periodic article reviews, create and present at least 1 topic specific presentations to the class and create a review activity/game for the class to play, noting the additional L1 requirements. (G)

ACCOUNTING

(Full Year – 1.00 Credit)

6300 - Level 2

(Math credit)

Accounting is a skill-level course providing a strong background for those entering business. Students will develop and demonstrate manual and computerized skills to create and maintain financial records. Students will learn basic fundamentals and terminology of Accounting, gain an understanding of financial reports, and explore career opportunities in the accounting field. Practical accounting problems, with business papers, will emphasize actual business records management. (This course may serve as a mathematics graduation credit). (S, G)

ADVANCED ACCOUNTING

(Full Year – 1.00 Credit)

6101 - Level 1

(Offered for grades 11 and 12)

(Math credit)

(Offered for grade 10 with recommendation of teacher and counselor)

Advanced Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing, and investing decisions and how accounting systems gather and provide data to internal and external decision makers. This year-long course includes all of the learning objectives of a traditional college level financial accounting course, as well as those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis (This course may serve as a mathematics graduation credit). (S, G)

CIVIL LAW

(Half Year – 0.50 Credit)

6391 - Level 2

(Offered for grades 10, 11 and 12)

Students will explore and learn about the basic legal principles that apply to different areas of their everyday lives. The course includes topics such as consumer laws, contractual agreements, housing laws, employment laws and laws dealing with your credit. Student learning will be enhanced through class discussions of case studies and current events, as well as videos on relevant legal topics. (H,G)

MARKETING

(Half Year – 0.50 Credit)

6360 - Level 2

Students will explore the components of marketing as it relates to businesses and consumers. Areas of study include principles of marketing, product development and planning, distribution and pricing, social media, marketing, and advertising/promotion. Throughout the semester, students will work on activities, projects and simulation to reinforce concepts being learned throughout the semester. (G)

SPORTS AND ENTERTAINMENT

MARKETING

(Half Year - 0.50

Credit) 6365- Level 2

(Offered for grades 10-12)

Prerequisite: Marketing

Students will continue to explore & develop the principles learned in Marketing and apply them in the fast paced and exciting environment of the Sports and Entertainment Industry. Students will use their understanding of marketing, sponsorships, finance, promotion and event management to explore possible career paths into an industry that could see them traveling the world! Student learning will be enhanced with guest speakers, venue tours and culminate with an authentic learning experience by participating in an event management capstone activity.

ENTREPRENEURSHIP

(Half Year – 0.50 Credit)

6111 – Level 1

6311 – Level 2

Entrepreneurship is open to all students who are ready to pursue business ownership in any field of study. Students will learn the business knowledge and skills necessary to become an entrepreneur and enter the dynamic world of the 21st Century. Students will learn introductory concepts of economics, finance, marketing, and management in order to design and create an original business plan for their own company. This course will combine business theory with authentic experiences inside and outside of the classroom. This course may be taken for Level 1 or Level 2 credit. Level 1 will require students to engage in advanced work beyond the Level 2 core content and skills such as learning and running the operations of the GHS School store and Shark Tank.

ENGLISH

The English program in grades 9-12 has as its objectives the continued development of independent readers, competent writers, discriminating viewers, active listeners, articulate speakers, and critical thinkers. Students will have multiple experiences in literary analysis, argument writing, informational writing, and narrative/creative writing.

In addition, students learn to value diversity from the voices of the authors they read, as well as from the voices of their peers. Students are actively engaged in reading and reflecting on a wide range of texts, including novels, short stories, essays, poetry, drama, articles, and memoirs, in print, non-print, and digital formats.

Through whole class, small group, and independent reading and reflection, students in high school English classes develop an understanding of the power of language, and how writers use genre and literary devices to convey meaning and provide insight into the human condition.

English courses are offered at either level 1 or level 2. Some level 2 courses, however, are designed to meet the needs of those students who would benefit from a more individualized approach and may need extra time developing language arts skills. Usually at least one section of this course is taught by an English and Special Education team.

Level 1 English Courses: It is strongly recommended that students taking level 1 English classes have received at least a final grade of B+ in a previous level 1 English class or at least an A- in a level 2 English class. Other predictors of success in a level 1 class are high scores on state tests.

Level 1 students should have a habit of voluntary reading, of completing all homework on time, and a willingness to accept the challenge of level 1 work, which expects a high degree of independence and responsibility.

All courses will provide opportunities for students to demonstrate all learning expectations.

The following courses require teacher recommendation:

AP Literature & Composition

AP Language & Composition

English 1701

English 1711

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. In order to meet the requirements for the seal, students must meet Glastonbury High School's English language graduation requirements and a minimum rating of an Intermediate-Mid on both the Oral Proficiency Interview by computer (OPIc) and Writing Proficiency Test (WPT) for modern languages, or the ACTFL Latin Interpretive Reading Assessment (ALIRA). These external assessments, the OPIc and WPT are administered to all seniors enrolled in Chinese, French, Latin, Russian and Spanish.

ENGLISH 9, 10 & 11

ENGLISH 9

1101 –Level 1

(Full Year–1.00Credit)

1301– Level 2

1701– Level 2

The English 9 curriculum provides students with the opportunity to explore the relationship of the individual within the larger society. Through their reading experiences, students explore the concepts of Personal Journey, Family and Relationship, Heroes and the Better Self, and The Individual vs. Mass Mentality. Students study literature in a variety of genres (novel, short story, poetry, drama, non-fiction), literary periods (classic and contemporary texts) and cultures, and they practice research as a scaffolded process, learning critical skills for finding information and discerning fact from fiction. Additionally, students study media literacy exposing them to the profound role media plays in contemporary society, fostering the essential skills of inquiry and self-expression.

Students read to interpret author's purpose. Students continue to use reading strategies such as prediction, visualization, and questioning to analyze theme, character, and setting. The study of text includes how an author crafts meaning with textual elements and stylistic devices. By the end of the course, students should be able to effectively respond to text by interpreting, making personal connections, critically judging the quality of various works, and supporting their positions with relevant evidence and elaborate explanations.

The English 9 writing curriculum continues to emphasize clear and fluent writing with an awareness of audience and purpose. Assignments require students to practice writing

skills within three writing modes: narrative, informative/explanatory and argument/opinion. The grammar concepts taught at the secondary level are mapped across grades and aligned with both CCS and SAT; concepts are also taught in response to students' weaknesses observed in the context of writing. Students study vocabulary words related to unit concepts.

Skill acquisition and development might focus on employing figurative devices, description, and imagery in narrative pieces using facts, reasons, examples, and quotations to support a clear position in literary analysis and applying sound research skills while completing the Freshman Research Experience.

Note: All students must pass English 9 before taking English 10.

ENGLISH 10

(Full Year–1.00Credit)

1111 – Level 1

1311 - Level 2

1711 - Level 2

Prerequisite: English 9

The English 10 curriculum builds upon the concepts studied in English 9, requiring and supporting more sophisticated and independent application of reading and writing skills. The study of literature in English 10 develops a sense of being a responsible and empathetic member of society. Through their reading experiences, students study concepts of Love and Sacrifice, Innocence and Experience, Power and Persuasion, and Personal Philosophy and a Sense of Self. Students study literature in a variety of genres (novel, short story, poetry, drama, non-fiction), literary periods (classic and contemporary texts), and cultures.

The literature study further emphasizes the development of the important skills of making inferences and interpreting an author's purpose. Students continue to use reading strategies such as prediction, visualization, and questioning to analyze theme, character, and setting. The study of text includes how an author crafts meaning with textual elements and stylistic devices. By the end of the course, students should be able to effectively respond to text by interpreting, making personal connections, critically judging the quality of various works, and supporting their positions with relevant evidence and elaborate explanations with increasing sophistication.

The English 10 writing curriculum continues to emphasize clear and fluent writing with an awareness of audience and purpose. More emphasis is placed on rhetoric and writing techniques as students continue to practice skills within three writing modes: narrative, informative and argument. Skill development focuses on applying more complex and sophisticated style devices and techniques appropriate to each writing mode. Assignments require students to employ figurative devices, description, and imagery in narrative pieces; use facts, reasons, examples, and quotations to support a clear position in literary analyses; and research a current issue and take a stance to complete the Sophomore Research Paper. The grammar concepts taught at the secondary level are mapped across grades and aligned with

both CCS and SAT; concepts are also taught in response to students' weaknesses observed in the context of writing. Students study vocabulary words related to unit concepts.

Note: All students must pass English 10 before taking English 11.

ENGLISH 11

(Full Year–1.00Credit)

1112 –Level 1 (ECE)

1312– Level 2

1712– Level 2

In English 11, students will research, adopt, and adapt the habits, attitudes, and methods of authentic writers in order to discover and declare who they are as writers. In no other English class is such an autonomous experience of self-discovery offered to students! While carrying out the work of writers, students will identify areas of personal interest and inquiry and deeply consider and synthesize their understandings about broad, complex topics. Moving recursively through writing process stages, requires that students engage in the self-driven work of the writer who must make purposeful choices and richly reflect on their own product, progress, and learning.

For each mode of writing studied and crafted, students will examine mentor texts as models, practice offering and applying feedback within a community of peer writers, and ultimately assess the effectiveness of their own moves and choices as writers of their own pieces. Writers will create and self-evaluate a comprehensive portfolio of persuasive, informative, and narrative pieces and then select a showcase piece to contribute to a community publication as a final course product.

Ongoing engagement in the writing process offers all English 11 students opportunities to develop and practice the ten GHS Learning Expectations. Each student writer will also demonstrate their achieved level of mastery by writing 6-8 of the following pieces to showcase their learning: *Profile, Commentary, Rhetorical Analysis, Speech, Podcast, Review, Compare/Contrast Essay, College Essay/Personal Statement Essay, Epistolary Fiction, Narrative Poem, "Obscure Sorrows" Word Invention Piece*. Students will also participate in an independent reading strand called *Writers Read* and study and master vocabulary and grammar concepts designed to offer them SAT-style preparation.

Instructional Units and Strands of the Course Include:

Unit 1 *I Am a Writer in a Community of Writers*

Unit 2 *Writing to Persuade*

Unit 3 *Writing to Inform*

Unit 4 *Writing to Delight & Capture the Self*

Independent Reading Strand: *Writers Read*

Vocabulary Strand: SAT-Prep

Grammar Strand: SAT-Prep

Upon successful completion of this course, students will fulfill the writing requirement for graduation. Students enrolled in English 11, L1 may also choose to enroll in the

UConn ECE program (see page 11). To be eligible, students must indicate their preference for an ECE section of English 11, L1 during the course registration process; the deadline is March 15th.

AP ENGLISH LANGUAGE AND COMPOSITION (JUNIOR ONLY)

(Full Year–1.00 Credit)

1131- Level 1

This junior-year seminar course is designed for readers and writers who have clearly demonstrated superior language arts ability. Students who select this class must be able to employ accurate grammatical conventions, logical organization and a sophisticated vocabulary in their writing for both impromptu and revised writing assignments. With this foundation, students will develop a mature stylistic prose and an individual voice. The primary aim of the course is to help students write effectively in different forms (narrative, descriptive, expository, analytical, and argumentative), for different purposes and audiences. Students will not only learn the rhetorical devices and strategies writers employ for effectiveness and persuasion, but also incorporate these rhetorical strategies into their own writing. A special emphasis on argumentation will require students to evaluate academic sources, synthesize information, and properly cite these sources using MLA standards. This course prepares students for the AP Language and Composition Exam (which they are encouraged to take in May) by focusing on non-fiction texts written by memoirists, essayists, literary critics, speechwriters, and journalists. Open only to juniors, this course can be taken independently of senior AP English.

Note: All students must pass English 11 before taking courses in grade 12.

ENGLISH 12

The fourth credit in English is earned by selecting two semester courses (one “A” semester course and one “B” semester course) from the offerings listed below. Additional credits may also be selected. In making a selection, the student is cautioned that all courses are not taught at the same level. Students recommended for a particular level of any course may change this recommendation only with their parents’ written approval.

Prerequisite for all English 12 Courses: English 11 OR AP Language and Composition

Students may choose to take the full year AP Literature & Composition course *or* one “A” semester course *and* one “B” semester course during senior year:

AP Literature & Composition (full year)

“A” Semester Courses

- American Literature (L1 or L2)
- World Literature (L1 or L2)
- Modern Literature (L1 or L2)

“B” Semester Courses

- Global Literature (L1 or L2)
- Introduction to Poetry (L1 or L2)
- Journalism (L1 or L2)

AP ENGLISH LITERATURE AND COMPOSITION (SENIORS ONLY)

(Full Year–1.00 Credit)

1132- Level 1

This senior seminar course is designed for readers and writers who have clearly demonstrated superior language arts ability. Students who select this course must be able to employ accurate grammatical conventions, a mature stylistic prose, a logical organization, and a sophisticated vocabulary in their writing for both impromptu and revised writing assignments. Students taking this course are encouraged to take the Composition and Advanced Placement Literature Exam in May. The composition portion of the course provides a college-level reader, which includes models from professional and student writers. Students practice a variety of strategies used by professional writers. The major emphasis of the course is for students to learn the many rhetorical strategies and stylistic techniques that writers use as the foundation of meaning and to employ these techniques in their own writing. The literature of this course focuses on in-depth analysis of selections from fiction and non-fiction. Students read a wide variety of thematically grouped literature from many different periods. They develop their own papers, which analyze or interpret writers’ style and meaning.

Students who do not choose to take the full year AP Literature & Composition course must choose one “A” semester course from the following list.

“A” SEMESTER COURSES

AMERICAN LITERATURE

(Half Year–0.50 Credit)

1150 - Level 1

1450 - Level 2

This course focuses on how American literature originated and how unique voices and cultural themes emerged and evolved through its history such as the American Dream. Students will also explore how historical and cultural forces shaped literature. By engaging in the same cultural conversation as early American writers, students will develop an appreciation for the diversity of our nation’s literature as well as an understanding of the American identity as a rich, complex paradox of idealistic values and realistic truths. Ultimately, students will use their literary investigation as a means to evaluate traditional American ideas and their roles in our current society.

WORLD LITERATURE

(Half Year–0.50Credit)

1109 - Level 1

1510 - Level 2

This course is designed to develop the student's ability to interpret and appreciate significant works of world writers. The course begins with mythology. The students will explore the similarities in how cultures understand their origins, make sense of their world, and establish social order. Students will then trace the development of a hero across time and culture, beginning with the classic hero exemplified by *Beowulf* and *Hamlet* before moving on to modern ideas of heroism in novels and short stories by writers who represent different cultures: Nigeria, India, Afghanistan, France, England, American and African American, Indigenous groups, and Latino/a cultures. Through this study, students will explore universal human truths about life.

MODERN LITERATURE

(Half Year–0.50Credit)

1192 - Level 1

1491- Level 2

This course focuses on writers who break from tradition in narrative structure as well as in their portrayal of cultural norms and identity. Students will examine the intense reaction of modern writers to the perceived contradictions and restrictions of traditional thinking and writing. Students will analyze the experimental nature of form and the writers' pessimistic view of reality. Ultimately, students will develop empathy for isolated individuals and understand them as products of their circumstances. Books include, but are not limited to, *Catcher in the Rye* and *The Perks of Being a Wallflower*.

“B” SEMESTER COURSES

Students who do not choose to take the full year AP Literature & Composition course must choose one “B” semester course from the following list.

GLOBAL LITERATURE

(Half Year–0.50Credit)

1102 - Level 1

1501- Level 2

This course focuses on understanding individual stories, struggles, identities and cultures through the exploration of multicultural contemporary texts. Students will examine and

explore how individuals can maintain a sense of optimism and hope despite struggle, even in direst of circumstances at times. Using these diverse texts, students will navigate and appreciate a dynamic global society that can feel isolating yet simultaneously interconnected. Students will learn how empathy and understanding of others' stories leads to a better understanding of the self and one's place in the modern world. Books include, but are not limited to *A Long Way Gone*, *Sold*, *Krik? Krak!* and *Persepolis*.

INTRODUCTION TO POETRY

(Half Year – 0.50 Credit)

1161 - Level 1

1560 - Level 2

This course involves reading poetry and writing critical analyses and interpretations of individual poems. Some secondary attention is devoted to the student's own writing of poetry. Imagery, metaphor, form, metrics, and speaking voice will be emphasized. Students are not expected to have extensive experience in reading poetry; they are expected, however, to have an interest in learning more about poetry.

JOURNALISM

(Half Year – 0.50 Credit)

1190 - Level 1

1540 - Level 2

This course focuses on the consumption and interpretation of information via modern mass communication systems and forms of multimedia such as print texts, news, advertising, film, television, websites, social media, video games, and podcasts. Using an understanding of the purpose and design techniques behind such texts, students will interpret and analyze the mass mediated messaging embedded within them. Ultimately, students will become effective consumers of the media as they learn how and why messages are created. They will also learn to write and publish their own multimedia texts to more effectively navigate contemporary society.

ELECTIVES

Note: Credits for the following electives may not be counted as English credits toward graduation.

CREATIVE WRITING

(Half Year–0.50Credit)

1200- Level 1

1600- Level 2

(Offered for grades 11 and 12)

This course teaches students to develop those thinking and writing skills that are especially helpful in writing creative pieces. During the semester, students write in a variety of genres within a workshop approach. Students taking this course share their writing in draft forms with the class and lead the discussion concerning significant revision. By the end of the course, students are expected to produce a portfolio of writings from several different genres. This course may be taken for level 1 credit with the permission of the teacher and the Director of Secondary English. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course. (H, G)

SAT PREPARATION

(Half Year – 0.50 Credit) Juniors

1650 - Level 2

Prerequisite: Completion of at least one full semester of Geometry.

This course provides students an extensive review of math concepts and problem-solving techniques as well as test-taking strategies and ways to build vocabulary and reading comprehension. This course will be taught by an English and a mathematics teacher. Students planning to continue their education beyond high school should plan to take the PSAT in the fall of their sophomore and/or junior year. SATs and Achievement Tests should be scheduled by students in the spring of the junior year and/or fall of the senior year. Credit for this elective may not be counted as math or English credit toward graduation. (H, S, G)

FILMSTUDY

(Half Year–0.50Credit)

1290 - Level 1

1590 - Level 2

(Offered for grades 11 and 12)

This course introduces students to the analysis and interpretation of classic American and foreign films. Students will view films from the early days of film making to the present. Students will discuss key elements such as editing, storyboarding, sound and special effects, composition, and directing. This course concentrates on the critical viewing of film rather than criticism or making films. This course may be taken for level 1 credit with the permission of the teacher and the Director of Secondary English. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course.(H,G)

FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences curriculum prepares students to enhance the quality of personal and work life in a diverse global society. Courses stress critical thinking, managing resources, consumer awareness and hands-on skill development. Students are exposed to a variety of skills and careers related to healthy food preparation and nutrition, professional food service, and sewing and fashion design.

Students enrolling in Family Consumer Science courses have opportunities to earn dual credit via Manchester Community College and/or UConn. Various industry-standard certifications are incorporated into some courses for students to complete.

All courses will provide opportunities for students to demonstrate all learning expectations.

CULINARY ARTS AND NUTRITION

(HalfYear–0.50Credit)

7511 - Level 2

This course concentrates on the study of food and nutrition as it relates to young adults. An introduction to the major nutrients and the nutritional content of food is included as well as a study of a variety of diets for special needs. Students also practice the fundamentals of preparing various types of foods. This course serves as the foundation for the Manchester Community College articulation with Professional Cooking and Professional Baking. (G)

FOODS AND CULTURES

(HalfYear–0.50Credit)

7520 - Level 2

This course is an exploration of food and its impact on cultures across time. An introduction to the study of culture sets the tone for the semester. The course takes a culinary tour of the United States investigating each region's culture and its significant contribution to American food ways. Within each regional "stop" students explore a cultural topic, such as social class, technology, and legends, through food customs. The tour takes a global turn with the study of several national cuisines. Course topics are implemented through select readings, video presentations, lecture/discussion and cooking in the kitchen classroom. (H, G)

PROFESSIONAL COOKING

(HalfYear–0.50Credit)

7531 - Level 2

(Offered for grades 10,11,12)

Prerequisite: CulinaryArts and Nutrition

This is a course open to students interested in the many phases of food service. Emphasis is placed on the techniques and skills related to the various work stations necessary to the organization of the professional kitchen. These skills are put to use in planning, preparing, and serving for small groups. Occupations and careers in the foodservice industry

are explored. Guest speakers and school catering projects are an integral part of the program. Students may be eligible for college credit through Manchester Community College. (G)



PROFESSIONAL BAKING

(HalfYear–0.50Credit)

7541 - Level 2

(Offered for grades 10,11,12)

Prerequisite: CulinaryArts and Nutrition

This is a course in professional food preparation with emphasis on baking and breads. The purpose of the course is to teach the fundamental principles and

procedures for preparing baked goods, pastries, and desserts.

This training is a practical endeavor; students will learn a set of marketable skills by following step-by-step procedures and production techniques similar to those used in a small bakeshop or part of a large restaurant. Students may be eligible for college credit through Manchester Community College. (G)

FASHION DESIGN

(HalfYear–0.50Credit)

7595 - Level 2

This is an introductory course for students interested in working individually and in small teams to learn about careers within the fashion/apparel industry, fibers and fabrics, clothing construction, as well as fashion trends and styles. Students will work with commercial patterns while learning basic cutting and sewing techniques. Conventional straight stitch and serger sewing machines will be used to create personal clothing and accessories. (FA, H, G)

EDUCATION AND TRAINING

Courses in this area provide unique opportunities for students to explore education as a profession and focus on developing skills related to working with and teaching children. Students enrolled in these courses will have opportunities to earn dual college credit, industry-certifications and participate in on-site learning experiences. Career exploration across course offerings may include the professions of teacher, school counselor, childcare director, early childhood professional, coach and other professions that work with children from birth through high school.

EARLY CHILDHOOD DEVELOPMENT

(Half Year – 0.50 Credit)

7561 - Level 2

(Offered for grades 10, 11 and 12)

(Grade 10 by recommendation only.)

Aligned toward the 8 goals associated with the Child Development Association, students are prepared to foster an understanding toward the social, emotional, physical and intellectual growth of young children (ages birth to 5 years). Students will explore the roles and responsibilities associated with working and caring for young children. Students will earn their work experience hours by attending and participating at the Eastbury Early Learning Center (ELC). The course is recommended for future parents, caregivers and/or those who are pursuing a career within a human development field. Students will also take part in the Reality Care Baby program and take the baby home for a weekend. (H, G)

EARLY CHILDHOOD EDUCATION

(Half Year – 0.50 Credit)

7571 - Level 2

(Offered for grades 10, 11 and 12)

(Grade 10 by recommendation only.)

This course enables students to investigate the development and growth of children within the educational environment. The education of children with an emphasis on the pre-kindergartner, (ages 3 – 5). Intellectual, physical, social, and emotional growth and development patterns are studied. Other topics include children with special needs, children's literature, children's art and early childhood education. Childcare design, developmental centers, and teaching strategies and techniques are also covered. This course is recommended for future parents, caregivers, and those interested in careers in nursing, teaching, childcare or any field related to human development. Students plan activities and lessons for preschool age children and will work with the children at the Eastbury Learning Center. (H, G)

INTRODUCTION TO INDIVIDUAL AND FAMILY DEVELOPMENT

(Full Year – 1.0 Credit)

7200 - Level 1 (ECE)

7202 - Level 2

(Offered for grades 10, 11 and 12)

This course is designed as an introduction to the field of Human Development and Family Science. The course will provide students with an understanding of individual and family development over the lifespan. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. The course will also include an internship component. Students taking this course may enroll in the UConn ECE program (see page 11). (H, G)

FOUNDATIONS OF TEACHING

(Full Year – 1.0 Credit)

7581 Level 1 (ECE)

(Offered grades 11, 12)

This is an educational foundations survey course for students who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. Articulated with two UConn ECE courses, the fall semester, "*If You Love It, Teach It*" explores studies of K-12 teaching, learning, and schooling in the United States: historical, philosophical, and social foundations of education. The spring semester "*Introduction to Special Education*" focuses on Special Education services in American education including various exceptionalities and the roles of professionals. Across the year, students will engage in on-site and off-site learning experiences, complete readings, journal entries, conduct a minimum number of field experience hours and submit a portfolio. Students enrolled in Foundations of Teaching may also choose to enroll in the UConn ECE program (see page 11) and earn up to six UConn ECE credits upon successful completion of both semesters courses.

HEALTH EDUCATION/PHYSICAL EDUCATION

In order to meet graduation requirements, all students are required to pass Health and Physical Education 9 (HPE 9), Health and Physical Education 10 (HPE 10), and two grade 11/12 Physical Education courses.

All courses provide opportunities for students to demonstrate all learning expectations.

HEALTH AND PHYSICAL EDUCATION

GRADE 9 (HPE 9)

(Full Year–Alternate Day Cycle–0.50 HPE Credit)

(Required for grade 9)

0440– Level 2

The focus of HPE 9 is to develop student's health and physical literacy skills and knowledge to achieve optimal levels of total wellness. Students are scheduled the first semester in Health Education and second semester in Physical Education. Students will learn how to advocate for themselves and others to keep themselves safe and free from high risk, negative behaviors. Students learn about societal norms and drug use prevention, teen sexuality and healthy relationships, the seriousness of mental health issues, and the importance of nutrition and physical activity to one's well-being. Students utilize skills and knowledge learned in elementary and middle school to participate in activities that are of interest and will motivate them to continue to be active and healthy for life. In Physical Education, students participate in many team, individual, lifetime and recreational activities.

HEALTH AND PHYSICAL EDUCATION

GRADE 10 (HPE 10)

(Full Year, Alternate Day Cycle -0.50 HPE Credit)

0480-Level 2

(Required for grade 10)

Prerequisite: Health and Physical Education 9

Students enrolled in HPE 10 explore and build upon skills and knowledge learned in prior Health and Physical Education courses. Decision making and goal setting are critical skills developed in this course. Students are scheduled in Physical Education during the first semester and are required to take the Connecticut Physical Fitness Assessment. Students will participate in activities that utilize skills and knowledge in an assortment of traditional and non-traditional team games, individual, lifetime and recreational activities. During the second semester, students identify their own strengths and interests by continued development of the Student Success Plan. An in depth analysis of topics include drinking, driving and drug use, sexual harassment, stress management, food production and healthy eating, and Adult/Child CPR/AED training.

UPPER CLASS HEALTH & PHYSICAL EDUCATION

Prerequisites:

Health and Physical Education 9 and 10 (HPE 9 and HPE 10)

Health and Physical Education 9 and 10 (HPE 9 and HPE 10) are prerequisite courses for upper class Physical Education. Upper-class Physical Education classes meet on an alternate day cycle for the entire year. Class instruction is designed to assist students in the development of health and physical literacy skills to develop positive attitudes toward physical activity and build confidence to enjoy a lifetime of healthy living. Students that require independent study need prior approval from the Director of Health & Physical Education.

Students may pre-select one of seven courses: (Dance and Fitness, Lifetime Activities, Group Games, Alternative Environment Activities, No Boundaries for Wellness, Personal Wellness; Strength and Performance and Sport Issues).

DANCE AND FITNESS

(Full Year – Alternate Day Cycle – PE 0.50

Credit) (Offered for grades 11 and 12)

0581 – Level 2

In this course, fitness concepts and dance exploration are combined. Students learn basic steps to a wide variety of dance, such as merengue, salsa, hip hop, swing, folk dances, reggaeton, ballet, and others. This course will change year to year based on student interests and presentation topics. Emphasis in this class is placed on a shared enjoyment of dance as a lifetime activity, increasing physical activity, improving personal fitness, and building leadership and presentation skills.

LIFETIME ACTIVITIES

(Full Year - Alternate Day Cycle - PE 0.50 Credit)

(Offered for grades 11 and 12)

0531 - Level 2

In this course, students will engage in a variety of lifelong physical activities associated with practicing healthy lifestyle choices. Activities may include but are not limited to yoga, fitness/power walking, interval training, tennis, tai chi, golf, relaxation techniques, pickleball, disc golf, water safety, and self-defense. Emphasis in this class is placed on increasing physical activity, improving personal fitness, and building leadership and presentation skills.

GROUP GAMES

(Full Year – Alternate Day Cycle – PE 0.50

Credit) (Offered for grades 11 and 12)

0521- Level 2

This high intensity course is designed for students who enjoy team-based activities to further develop an understanding of strategies related to a variety of group

games. Students apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings and take initiative to encourage others to do the same. Students demonstrate leadership and cooperation in order to accomplish the goals. This course also focuses on developing knowledge and skills in group games that contribute to the improvement of lifetime fitness and overall health.

ALTERNATIVE ENVIRONMENT ACTIVITIES

(Full Year, Alternate Day Cycle –PE 0.50
Credit) (Physical Education 0.50 Credit)
(Offered for grades 11 and 12)
0591 - Level 2

Prerequisite: Recommended by instructor and
Director's approval required if student requests to
take this course a second time.

The purpose of this course is to expose students to a wide
range of possibilities for being active with the objective of
individuals finding an activity they may pursue throughout life.
In this course, students participate in, plan, and implement a
variety of alternative environment indoor/outdoor, land and
aquatic activities.

Examples of activities may include: kayaking/canoeing,
snorkeling, hiking, climbing, snowshoeing, geocaching, leaf
identification, archery, fly fishing, sustainable living concepts;
foraging and tree tapping, and recreational games. Students
develop knowledge and skills that place an emphasis on the
importance of experiential education, risk management,
wellness, and the value of personal choice in lifetime activities
for health and enjoyment.

SPORTS ISSUES

(Full Year -Alternate Day Cycle – Physical Education
0.50 Credit)
(Offered for grades 11 and 12)
0450 - Level 2

(Full Year- Alternate Day Cycle – Physical Education
0.50 Credit) (Offered for grades 11 and 12) 0450 -
Level 2

Students will investigate, analyze, and discuss sports
related topics and issues. Students will analyze the historical
and modern significance of sport in society, identify and
discuss issues in youth sports, study the relationship between
academics and sports, investigate discrimination and equality
in sports, and explore the issues surrounding attitudes in
sports.

NO BOUNDARIES FOR WELLNESS

(Full Year – Alternate Day Cycle – PE 0.50 Credit)
Offered for grades 11 and 12) 0512 – Level 2
Prerequisite: Recommended by instructor and
Director's approval required

In this course student coaches will be provided unique
opportunities to develop leadership skills by facilitating and
that help their peers to develop cognitive, social/emotional,
and behavioral skills. Students participate in a wide variety of
activities of dance, team games, individual and lifetime
activities, and adventure-based experiential events. Lead up

and modified games will be used to help students develop
relationships and foster an appreciation and understanding of
individual differences and strengths. Curriculum is designed to
make the course meaningful, motivating and fun for all
participants.

PERSONAL WELLNESS; STRENGTH AND PERFORMANCE

(Full Year-Alternate Day Cycle – PE 0.50 Credit)
(Offered for grades 11 and 12)
0540- Level 2

In this activity-based course, students of all abilities will
be provided opportunities to learn and develop habits and
attitudes that contribute to living a healthy lifestyle. Basic and
advanced exercise and conditioning programs will be designed
specific to individual needs to improve strength, speed,
endurance, flexibility, agility and power. The wide variety of
class activities will all align in improving personal wellness
for any individual.

HEALTH EDUCATION ELECTIVE

Prerequisites: Health and Physical Education 9 and 10
(HPE 9 and HPE 10)

In addition to the courses offered for graduation
requirements, students have the opportunity to take elective
courses in Health Education. Classes meet on an alternate day
cycle for the entire year.

FIRST AID AND CAREERS IN ATHLETICS AND RECREATION:

(Full Year -Alternate Day Cycle -0.50 Credit)
(Offered for grades 11 and 12)
0470- Level 2

In this course students will develop skills and knowledge
in CPR/AED/First Aid and Safety. Students will also learn
about career opportunities in Athletics and Recreation. This
includes, but will not be limited to Athletic Training, Sports
Management, Coaching, Exercise Physiology and Kinesiology.
(G)

HISTORY/SOCIAL SCIENCES

All courses provide opportunities for students to demonstrate all learning expectations.

REQUIRED COURSES

CIVICS/CURRENT ISSUES

(Full Year – 1.00 Credit) 2310 - Level 2
(Full Year & Tutorial Seminar-1.50 Credits)
2320 - Level 2

Civics/Current Issues is designed to give students a better understanding of some of the chief issues facing American citizens today and, at the same time, to consider possible ways of dealing with such issues intelligently. Students who are recommended for a tutorial seminar in Civics/Current Issues may earn a total of 1.5 Level 2 credits. The tutorial seminar meets every other day.

UNITED STATES HISTORY I

(First Semester)
(Half Year – 0.50 Credit)
2330 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History course or by taking the yearlong level 1 AP United States History course. The first semester course will review the legacies of Early America and examine the development of our country from the emergence of Modern America to World War II with an emphasis on the emergence of the United States on the world stage.

UNITED STATES HISTORY II

(Second Semester)
(Half Year – 0.50 Credit)
2340 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History courses or by taking the yearlong level 1 AP United States History course. The second semester course will examine United States foreign and domestic developments from the Cold War to September 11th, 2001 and its aftermath, with an emphasis on the role of the United States in the world. All students must complete a formal historical research paper in United States History II.

THEMES OF UNITED STATES HISTORY I

(First Semester)
(Half Year – 0.50 Credit)
2351 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History courses or by taking the yearlong level 1 AP United States History course.

The Thematic U.S. History course organizes content around themes that have shaped the development of the United States. This course addresses historical developments from Industrialization through the 21st century through the examination of select case studies. Thematic U.S. History I will focus on the themes of American character and identity, the changing roles and responsibilities of government and citizens, and rights and reform movements. The course will also provide students an opportunity to develop disciplinary reading and writing skills by critically analyzing primary and secondary sources, drawing conclusions from evidence, and engaging in the writing process. Students electing to satisfy their one credit graduation requirement in U.S. history by taking Thematic U.S. History must sign up for both semesters of Thematic U.S. History in the junior year.

THEMES OF UNITED STATES HISTORY II

(Second Semester)
(Half Year – 0.50 Credit)
2361 - Level 2

All students must earn one credit in United States History, usually in the junior year, by completing the two semester chronological survey courses or by taking the two semester Themes of United States History course or by taking the yearlong level 1 AP United States History course.

The Thematic U.S. History course organizes content around themes that have shaped the development of the United States. This course addresses historical developments from Industrialization through the 21st century through the examination of select case studies. Thematic U.S. History II will focus on the themes of globalization including: exploring America's foreign policy goals and tools, the social, political, and economic impacts of foreign policy, and the nation's role in a global and interdependent world. In semester 2, students will continue to develop and apply disciplinary reading and

writing skills in their study of history. Also, all students must complete a formal historical research paper in Thematic U.S. History II. To this end, a unit of study in this course is dedicated to the development of research and writing skills. Students electing to satisfy their one credit graduation requirement in U.S. history by taking Thematic U.S. History must sign up for both semesters of Thematic U.S. History in the junior year.

AP UNITED STATES HISTORY

(Full Year -1.00)

2150 -Level 1

(Offered for grade 11 only)

This year long course provides students with the opportunity to learn United States History at the college level while still in high school. AP United States History will provide a survey of United States History from the colonial period until the late 20th century, while focusing specifically on those areas of study highlighted for the AP Examination. This course is intended to provide a college level exposure to American history while assisting those students who wish to take the AP Examination in their preparation for that test. Students taking this course should be able to: (1) work independently at a college level, (2) become familiar with both primary and secondary sources, (3) analyze historical documents, and (4) prepare a minimum of one historical research paper. As a college level course, students taking AP United States History should be aware of the demanding work and grading expectations of this course. Students are required to complete a summer reading and writing assignment prior to entering this course in the fall.

MODERN WORLD HISTORY I

(First Semester)

(Half Year-0.50Credit)

2421-Level 2

Modern World History I precedes Modern World History II. Students must complete both by the end of Grade 10. The Modern World History course organizes content around themes that are essential to understanding historical patterns and connections critical to the development of the modern world. Students will explore selected case studies from around the world, chosen to illustrate the course themes. Students will apply historical and social science thinking and literacy skills in their study of history throughout the year. First semester units include historical developments from 19th century Age of Imperialism through the Second World War.

MODERN WORLD HISTORY II

(Second Semester)

(Half Year-0.50Credit)

2422 Level 2

Modern World History I precedes Modern World History II. Students must complete both by the end of Grade 10. The Modern World History course organizes content around themes that are essential to understanding historical patterns and connections critical to the development of the modern world. Students will explore selected case studies from around the world, chosen to illustrate the course themes. Students will apply historical and social science thinking and literacy skills in their study of history throughout the year. Second semester units include historical developments beginning with the Holocaust and the Cold War and continuing through the early 21st century to include the study of modern human rights issues.

HISTORY/SOCIAL SCIENCES ELECTIVES

APEUROPEAN HISTORY

(Full Year-1.00 credits)

2130-Level 1

(Offered for Grades 10, 11, & 12 only)

This year long course provides students with the opportunity to learn European History at the college level while still in high school. AP European History will provide a survey of European history from the 15th century to the present, while focusing specifically on those areas of study and historical thinking skills highlighted by the AP examination. This course is intended to provide a college level exposure to European history while assisting those students who wish to take the AP examination in preparation for the test. Students taking this course should be able to: 1. Work independently at a college level. 2. Become familiar with both primary and secondary historical sources. 3. Become proficient with a number of historical thinking skills. 4. Prepare historical arguments and research papers. As a college level course, students should be aware of the demanding workload and grading expectations for the course. Students are required to complete a summer reading and writing assignment prior to entering the course in the fall. (H, G)

INTRODUCTION TO ECONOMICS

(Half Year–0.50 Credit)

2470 – Level 2

This course examines the basic principles of capitalism. Its primary objective is the development of economic literacy. Topics include the operation of markets, the consumer, business and market structure, money and banking, growth and instability, and the role of government and international trade and finance. (H, S, G)

INTRODUCTION TO POLITICAL SCIENCE

(Half Year–0.50 Credit)

2480 – Level 2

This course gives students a better understanding of the philosophy and structure of United States government at the local, state, and national levels. Topics included are the nature of American democracy, information and the role of public opinion, political parties and elections, and decision-making. Introduction to Political Science will also introduce the basic elements of other political philosophies and institutions. (H, G)

INTRODUCTION TO PSYCHOLOGY

(Half Year–0.50 Credit)

2400 – Level 2

(Offered for Grades 10, 11, & 12 only)

This course offers an opportunity for students to become familiar with the various subdivisions, concepts, experiments, and theories in the field of psychology. Among the topics considered will be motivation and learning, child and personality development, the brain and behavior, stress and conflict, altered states, and abnormal and social psychology. Throughout the course, emphasis will be on helping the individual to gain self-awareness. Students will actively participate in simulations, demonstrations, and experiments as part of the course. This course is open only to sophomores, juniors, and seniors. (H, G)

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES

(Full Year–1.0 Credit)

2560 - Level 2

(Offered for Grades 10, 11, & 12 only)

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and

contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course is open only to sophomores, juniors and seniors. (H, G)

THE FOLLOWING COURSES ARE OPEN ONLY TO JUNIORS AND SENIORS:

CRIMINOLOGY

(Half Year-0.50 Credit)

2570- Level 2

Prerequisite: One of the following courses:

Introduction to Psychology, Sociology, or Criminal Law.

This interdisciplinary course is designed for students seeking advanced study in law and psychology. The course will stress theories of criminal behavior; the measurement and impact of crime; rehabilitation, treatment, and correctional facilities; and forensic science. A mock scene investigation will reinforce classroom instruction. This course is offered as a business or history/social sciences elective. This course is open only to juniors and seniors. (H, G)

AP PSYCHOLOGY

(Full Year–1.00 Credit)

2141 - Level 1

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions. Students will actively participate in simulations, demonstrations and experiments as part of Psychology and should be aware of the demanding work and grading expectations of this course. (H, G)

SOCIOLOGY

(Half Year–0.50 Credit)

2410 – Level 2

Sociology studies human society and social behavior. The course examines cultural and social structure and then focuses on social issues and problems. Some of the topics considered are minority groups, discrimination and prejudice, race relations, the elderly, gay rights, crime and punishment, juvenile delinquency, poverty and social class, and issues revolving around the American family, including teenage sexuality, child care, divorce, and family violence. This course is open only to juniors and seniors. (H, G)

CRIMINAL LAW

(Half Year–0.50Credit)

6381 - Level 2

(Offered for grades 10, 11, and 12)

Students obtain a basic understanding of individual legal rights and responsibilities under the U.S. justice system. The acquisition of knowledge about law is approached as a means for expanding capacity for responsible citizenship. Topics include an introduction to law and the structure of the court system, the criminal justice process, and crime and punishment. Guest speakers, videos, field-trips, and simulations enhance the curriculum. Students participate in a mock trial as a culminating activity.

(H,G)

MATHEMATICS

Recommended Mathematics Course Selection Plan Grades 9 - 12

The chart below captures the **most common course sequences**. A student's course sequence, however, may change over time depending on interests, skill development, and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade	Level 1	Level 2		
8	Algebra 1	Transitions to Algebra		Mathematics 8
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4361)	Integrated Algebra & Geometry 1 (4540)
11	AP Pre-Calculus, L-1 (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

SEQUENCES AND OPTIONS IN MATHEMATICS

The goal of the mathematics curriculum is to develop students' ability to learn and use mathematics as lifelong problem solvers. Through their course of studies in mathematics, students will develop and use a range of numerical, algebraic, geometrical and statistical concepts and skills to formulate and solve authentic problems. Critical thinking and reasoning skills are developed throughout the study of mathematics as students investigate, explore, and apply their learning.

The GHS mathematics curriculum provides a variety of courses designed to meet the needs of mathematical competency for various post-secondary pursuits. Every effort is made to guide individual students through a sequence of courses which best suits them as indicated by their goals, aptitude and past performance. **Students and parents are urged to give careful consideration to the teacher recommendation for course placement.** Algebra is offered in grade 9 only at Level 2.

Students who are not yet ready for a formal algebra course are advised to begin with Essentials for Algebra. They may then elect an algebra course or take the two-year sequence of Integrated Algebra and Geometry. Other math course options will include Contemporary Math.

Calculators are used extensively in the math courses at Glastonbury High School. For some courses the scientific calculator is sufficient. In all courses, beginning with Algebra 1 and above, a graphing calculator is needed. Class instruction is based on the **TI-83 or TI-84 series** of graphing calculators as well as the Desmos Calculator application on the iPad. (Please note that the TI-89 and TI-Nspire calculators are not permitted). A limited number of classroom calculators will be available for student use.

Students are allowed to use the TI graphing calculator or Desmos embedded calculator on both the SAT and AP Exams (with the exception of AP Statistics at this time). Courses will focus on both applications of calculator usage.

All courses will provide opportunities for students to demonstrate all learning expectations.

ESSENTIALS FOR ALGEBRA

(Full Year – 1.0 Credits)

4680 - Level 2

This course will use problem solving and technology to develop skills that will be critical for students as they prepare for further high school math study including the study of algebra. Our number system is examined through a study of number theory, focusing on rational numbers and the contextual situations that use them. Algebraic topics will include variables and expressions as well as a study of equations and formulas. The course may include an exploration of the coordinate plane and its role in algebra.

A scientific calculator is required for the course.

Limited to freshman and sophomores who have not completed Algebra 1.

INTEGRATED ALGEBRA & GEOMETRY 1

(One year – 1.00 Credit)

4540 - Level 2

INTEGRATED ALGEBRA & GEOMETRY 2

(One year – 1.00 Credit)

4541 - Level 2

Prerequisite: Students must have completed Integrated Algebra & Geometry 1.

Algebraic and geometrical concepts are integrated over the two years from an applied, hands-on problem-solving approach. This spiraling instructional approach builds on the connections and relationships between introductory algebra and geometry for students who need more support. A scientific calculator is required for the course.

Limited to students who have **not** completed an Algebra or Geometry course.

CONTEMPORARY MATH

(Half Year–0.50 Credit)

4510 - Level 2

This one-semester course will stress the use of mathematics as a tool for solving real world problems, the value of collaboration and will encourage the development of problem solving and higher order thinking skills. Students will work alone and in groups to find solutions to contemporary problems and to complete projects using number sense, probability and statistics, logic, algebra and geometry. Current news items will be examined through a mathematical lens. A scientific calculator is required for the course.

Limited to seniors who have the approval of the Directors of Mathematics.

ALGEBRA 1

Algebra is offered as both a one-year course (Algebra 1A) and a two-year course (Algebra 1B-1 & 1B-2) Both courses cover the key concepts of algebraic thinking, however, the Algebra 1A course moves at a faster pace in order to cover the material in one year. Algebra 1B-1 and 1B-2 teaches the same topics but over a two year period. Students and parents should work with the guidance and math departments to determine which pace is more appropriate.

ALGEBRA 1A

(Full Year–1.00 Credit)

4310 - Level 2

ALGEBRA 1B-1

(Year 1- 1.0 Credit)

4351 - Level 2

ALGEBRA 1B-2

(Year 2- 1.0 Credit)

4361 - Level 2

Prerequisite: Algebra 1B-1

Algebra 1 is the foundational course for the study of higher mathematics. Students will formalize many algebraic concepts originally introduced in earlier math courses. Linear

and quadratic functions and their behaviors are studied in depth. They are used to solve a variety of problems. Over the course of the year students develop a deep understanding that families of functions behave in predictable ways. Students will learn to use the symbolic language of algebra to investigate, represent and solve problems

GEOMETRY

GEOMETRY A, Level 1

(Full Year–1.00 Credit)

4120 - Level 1

Prerequisite: Algebra 1

GEOMETRY A, Level 2

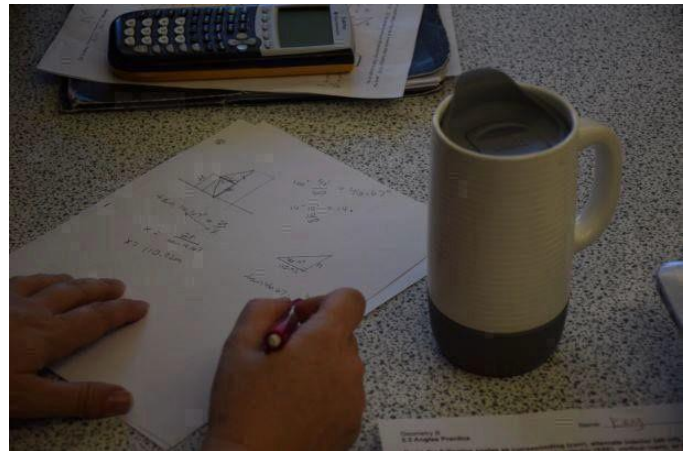
(One Year – 1.0 Credit)

4320 - Level 2

Prerequisite: Algebra 1

This course is a study of the properties and relationships of figures. Students begin with assumptions, definitions, and theorems and build on them through deductive reasoning and logical proofs. Geometric properties are developed through investigations and practical applications. Students will use the skills acquired in Algebra I in the context of this course. These skills include but are not limited to solving linear equations, systems of linear equations and quadratic equations.

In addition to a more rigorous and in-depth approach to the above-mentioned topics, the Level 1 course may include formal proof writing and geometric extensions.



GEOMETRY B

(Full Year – 1.00 Credit)

4380 - Level 2

Prerequisite: Algebra 1

Geometry B is a full-year course that is a natural follow-up to Algebra 1B. This course will be quite similar to Geometry A with a less rigorous approach. The course will stress geometric properties through investigations. Practical applications are emphasized and algebra skills are used throughout this course.

ALGEBRA 2

ALGEBRA 2A, Level 1

(Full Year–1.00 Credit)

4130 - Level 1

Prerequisite: Algebra 1 & (Geometry maybe taken concurrently)

ALGEBRA 2A, Level 2

(Full Year-1.0 Credit)

4330 - Level 2

Prerequisite: Algebra 1 &(Geometry maybe taken concurrently)

Algebra 2A is an extension of topics of Algebra 1A with a more thorough treatment of solving equations, problem solving, and graphing. New topics include logarithms, complex numbers, polynomials, and rational expressions.

In addition to a more rigorous approach to the above-mentioned topics, the Level 1 course will include recursion, conic sections and rational functions. A graphing calculator (TI-83 or TI-84 series) is required for these courses. *Students planning to elect Pre-Calculus must take this course.*

ALGEBRA 2B

(Full Year–1.00Credit)

4390 - Level 2

Prerequisite: Algebra 1 &(Geometry maybe taken concurrently)

Algebra 2B uses a graphical approach and understanding to the content of Algebra 2. Algebra 2B uses a graphical approach to understand the content of Algebra. Following successful completions of Algebra 2B, students may select Trigonometry (4440), Discrete Mathematics (4445), or Introduction to Data Science (4430). A graphing calculator (TI-83 or TI-84) series is required for this course.

Students planning to select Pre- Calculus should not elect this course, but should elect Algebra 2A instead.

MATHEMATICS ELECTIVES

Please note the prerequisite for each course.

Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

TRIGONOMETRY

(Half Year - 0.50 Credit)

4440 - Level 2

Prerequisite: Algebra 2

This course is a study of the basic trigonometric functions, their graphs and their applications. The use of technology will be emphasized. Students may not earn credit for both Trigonometry and Pre-Calculus. (S, G)

DISCRETE MATHMATICS

(Half Year - 0.50Credit)

4445 - Level 2 (ECE)

Prerequisite: Algebra 2

Discrete mathematics stresses the problem solving and reasoning skills used by decision makers in fields such as business, government, health, manufacturing, information transmission, and social choices. Topics chosen from may include counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems, voting methods, apportionment methods, mathematics of finance, and number theory. A scientific calculator is required for this course.

Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE). As a University of Connecticut Early College Experience course,

students should be aware of the demanding work and grading expectations of this course. Please refer to information about the ECE program on page 10 in the Program of Studies.

Limited to juniors and seniors only. (S, G)

APPRE-CALCULUS, Level 1

(Full Year – 1.00 Credit)

4140 - Level 1

Prerequisite: Algebra 2

PRECALCULUS, Level 2

(Full Year- 1.0 Credit)

4340 - Level 2

Prerequisite: Algebra 2

In this course, connections between previous algebra and geometry courses are made and used to model real life situations. This includes a rigorous study of polynomial, rational, exponential, logarithmic and trigonometric functions through the lens of rates of change. The Level 1 course may include the study of vectors, matrices, parametric equations and conic sections A graphing calculator (TI-83 or TI-84) series is required for this course. Students may not earn credit for both Trigonometry and Precalculus. Students will be given the option to take the AP Precalculus exam in May. Please see your teacher for more details. (S, G)

APCALCULUS AB

(Full Year–1.00Credit)

4190 - Level 1

Prerequisite: AP Pre-Calculus Level 1

This course covers differential and integral calculus as well as analytic geometry and limits. Applications include curve sketching, maximum and minimum problems, related rate problems, finding area, volume, L'Hopital's Rule, surface area, and arc length of geometric figures, as well as other related topics. A graphing calculator (TI-83 or TI- 84) series is required for this class. College credit or advance placement may be earned through the Advance Placement Exam given in May. (S, G)

AP CALCULUS BC

(Full Year–1.00Credit)

4201- Level 1 (ECE)

Prerequisite: AP Pre-Calculus Level 1

This course covers all of the topics of the AP Calculus AB course as well as parametric, polar and vector functions and their derivatives, applications of integrals, solving logistical differential equations and using them in modeling, the concept of series, series of constants, and Taylor series. A graphing calculator (TI-83 or TI- 84) series is required for this course.

Students taking this course may enroll in The University of Connecticut Early College Experience Program (ECE). As a University of Connecticut Early College Experience course, students should be aware of the demanding work and grading expectations of this course. Please refer to information about the ECE program on page 10 in the Program of Studies. (S, G)

MULTIVARIABLE CALCULUSw/LINEAR ALGEBRA

(FULL YEAR – 1.00 Credit)

4210- Level 1

Prerequisite: Calculus

This course is the continued study of Calculus, extending to several variables with a primary focus on vector calculus. The topics covered in this course include applications of integration, vectors in space and their applications, equations of surfaces, differentiation/integration and applications of vector-valued functions, functions of several variables, partial derivatives, multiple integration, some vector analysis, including an introduction to vector fields, and line integrals. Students will also study systems of equations, matrices, determinants, linear transformations on vector spaces, characteristic values and vectors, from a computational point of view. The course is an introduction to the techniques of linear algebra with elementary applications. (S, G)

SAT PREPARATION

(Half Year–0.50 Credit)

Juniors

1650 - Level 2

Prerequisite: Completion of at least one full semester of Geometry

This course provides students an extensive review of math concepts and problem-solving techniques as well as test-taking strategies and ways to build vocabulary and reading comprehension. This course will be taught by an English and a mathematics teacher. *Credit for this elective may not be counted as math or English credit toward graduation.*

Students planning to continue their education beyond high school should plan to take the PSAT in the fall of their sophomore and/or junior year. SATs and ACTs should be scheduled by students in the spring of the junior year and/or fall of the senior year. (H, S, G)

MATH ELECTIVES (STEAM)/ DATA SCIENCE

Please note the prerequisite for each course.

Students may elect to take these courses if they are currently in or have completed the Algebra 1-Geometry-Algebra 2 course sequence.

AP STATISTICS

(Full Year – 1.00 Credit)

4230 -Level 1

Prerequisite: Algebra 2A

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference.

A graphing calculator (TI-83 or TI- 84) series is required for this course. (S, G)

DATA SCIENCE AND STATISTICS

(Half Year–0.50 Credit)

4421 - Level 2

4426 – Level 1

Prerequisite: Algebra 1

This course is designed to provide the background necessary to interpret statistical data. Each unit concludes with a performance task using EXCEL software so that students build their skills in this very useful software. Each unit will also have students analyze data, apply what they learned and communicate their findings through various case-studies. It will include elementary probability and the fundamental statistical method needed to interpret and prepare research materials. Such a study should benefit any student interested in a career in science, business, social science, education, or mathematics. Students may take this course as an introduction to AP Statistics but should not take this course concurrently or after AP Statistics. (S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year-1.0 Credit)

4427 - Level 1 ECE

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. (S,G)

COURSES OFFERED FOR MATH CREDIT WITHIN THE BUSINESS DEPARTMENT

FINANCIAL DECISION-MAKING

(Half Year–0.50 Credit)

4661 - Level 2

Students will acquire essential skills to make sound financial decisions. They will practice core financial literacy skills and experience the real-world impact of their financial decisions. Students will participate in a virtual stock-market challenge, complete activities/projects that involve making financial decisions (leasing vs. buying a car; renting an apt vs. buying a house etc.), and will compete in a personal finance simulation to apply knowledge gained throughout the semester. (This course may serve as a mathematics graduation credit). (S, G)

ACCOUNTING

(Full Year – 1.00

Credit) 6300 –

Level 2

(Offered for grades 9-12)

Accounting is a skill-level course providing a strong background for those entering business, marketing, and management. Students will develop and demonstrate manual and computerized skills to create and maintain financial records. Students will learn basic fundamentals and terminology of Accounting, will gain an understanding of financial reports, and explore career opportunities in the accounting field. Practical accounting problems, with business papers, will emphasize actual business records management. (This course may serve as a mathematics graduation credit).(s, G)

PERSONAL FINANCE

(Half Year – 0.50

Credit) 4651 – Level 2

(Offered for grades 10-12)

Students will learn about important financial literacy issues that face today's teens. This course will help students develop an understanding of financial literacy. Topics include: money management and budgeting, major expenditures, loans and credit, managing income and taxes, banking, saving, investing, and protecting wealth through insurance. Instruction may be supported through computer software simulations, field-trips, and guest speakers. By the end of the course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after high school (This course may serve as a mathematics graduation credit). Meets State Financial Literacy Graduation Requirement. (S, G)

ADVANCED ACCOUNTING

(Full Year–1.00 Credit)

6101 – Level 1

(Offered for grades 11 and 12)

(Offered for grade 10 with recommendation of teacher and counselor)

(Maybe taken for MCC credit)

This full-year course is designed to enable the highly motivated student to build a strong foundation in accounting theory, which can be used in a business career or as a basis for a business major in a post-secondary institution. The course will enable students to use the terminology relating to the accounting process; to maintain a complete set of accounting records for a sole proprietorship and a partnership; to prepare and interpret financial statements; and to utilize accounting data for managerial decisions. In addition to receiving 1.00 credit from Glastonbury High School, students will have the option to apply for three semester hours of college credit through Manchester Community College. (This course may serve as a mathematics graduation credit) (S,G)

INTERMEDIATE COURSES

CYBERSECURITY

(Full Year–1.0Credit)

4188 - Level 2

4187 - Level 1

Prerequisites: Any Introductory Course listed above.

With the increase in students' interest in Computer Science and the increase of jobs in this field, this course offers students the opportunity to explore this field further, rounding out their Computer Science experience. Cybersecurity is the practice of protecting computer systems, computer networks, and digital information. These concepts are important to all digital users, and will be explored throughout this course.

COMPUTER PROGRAMMING IN C++

(Half Year–0.50Credit)

4160 - Level 1

4460 - Level 2

Prerequisite: Algebra 1 and Introduction to Computer Programming or AP Computer Science Principles

Students will be learning one of the most popular industry languages of C++. The students will learn advanced concepts while working on long term projects that have multiple specifications. Topics covered will include functions, pointers, two-dimensional arrays, processing text files, classes, inheritance and modeling. Each student will be responsible for creating a culminating project of his or her own design. This course may be taken for level 1 credit by permission of the instructor. (S, G)

VIDEO GAME DESIGN & DEVELOPMENT

(Half Year- 0.50 Credit)

8431- Level 1 ECE

This interdisciplinary computer science course will engage students in an overview of techniques in video game design. Students will, design and develop video games using the C# programming language, focusing on level design, story development, rules, strategy, and interactivity. Ethical issues in game design will also be considered. Students may take this course twice and explore advanced topics.

This course aligns with the University of Connecticut Digital Media and Design 2500 course and students may enroll in the UCONN ECE program. (Per UConn policy, ECE credit will only be awarded one time). (FA,H,S,G)

WEB DESIGN AND DEVELOPMENT

(HalfYear-0.50Credit)

8382 – Level 1

8380 - Level 2

In this interdisciplinary computer science course, students will create websites and web applications using HTML, CSS, and JAVASCRIPT. These technologies offer students the opportunity to computational thinking skills that will prepare them for a wide variety of technology careers, as well as other computer science courses. Students enrolled in the level 1 section of this course will participate in additional self-directed learning experiences, delve deeper into aspects of algorithm development with javascript, and be expected to independently and collaboratively problem solve.(S,G)

ADVANCED COURSES

AP COMPUTER SCIENCE A

(Full Year-1.0Credit)

4180 - Level 1

Prerequisites: Previously or concurrently taking Algebra 2A

The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of linear data, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. (From the Advanced Placement Program Handbook)
Students who wish to get a more complete view of computer science at Glastonbury High School should take this course after AP Computer Science Principles.(S, G)

COMPUTERSCIENCE (STEAM)

Please note the prerequisite for each course.

CTE/STEAM & Computer Science companion courses:

Computer Science Courses	CTE/STEAM Electives
Introduction to Computer Programming	Video Game Design & Development Web Design & Development Principles of Applied Robotics & Engineering
AP Computer Science Principles	Digital Electronics Web Design & Development Video Game Design & Development Coding, Data Science, & Society
Programming in C++	Web Design & Development Digital Electronics Principles of Applied Robotics & Engineering Video Game Design & Development Engineering Design Applied Engineering
Cybersecurity	Web Design & Development
AP Computer Science A Data Structures & Algorithms	Digital Electronics Engineering Design Coding, Data Science & Society

INTRODUCTORY COURSES

INTRODUCTION TO COMPUTER PROGRAMMING

(Half Year - 0.50 Credit)
4450 - Level 2

This course is designed to introduce students to the basics of computer programming. Students will be introduced to object oriented programming in languages such as Microsoft Small Basic or Java Script, which is specifically designed to be accessible to beginners. The class will cover the topics of variables, conditionals, loops, arrays, string manipulation and others. Special emphasis will be placed on graphical interface. Each student will be responsible for creating a culminating project of his or her own design.

Although not a prerequisite, students who wish to optimize their computer science learning at Glastonbury High School should take this course before both the AP Computer Science Principles and AP Computer Science A. This course cannot be taken concurrently with AP Computer Science A. (S, G)

AP COMPUTER SCIENCE PRINCIPLES

(Full Year - 1.0 Credit)
4182 - Level 1

Prerequisites: Algebra I

This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. (From the Advanced Placement Program Handbook)

Students who wish to optimize the flow of their computer science courses at Glastonbury High School should take this course before AP Computer Science A. (S, G)

DATA STRUCTURES AND ALGORITHMS

(Full Year-1.0Credit)

4185 - Level 1

Prerequisites: AP Computer Science A

The Data Algorithms course is an introduction to fundamental data structures and algorithms. The emphasis is on understanding how to efficiently implement different data structures, communicate clearly about design decisions, and understand the relationships among implementations, design decisions, and the four pillars of object-oriented programming: abstraction, encapsulation, inheritance, and polymorphism. Stacks, Queues, Linked Lists, Hashmaps, Trees and Graphs are covered along with the common algorithm associated with these data structures.

This course is intended for students who are intending to pursue a Computer Science related degree in college. The curriculum is based on a 2000 level college course.

MUSIC

Students electing a performing group are expected to attend all performances. Performing groups include all bands, orchestras and choruses. These performances are an important outgrowth of the curriculum and most often are scheduled outside of the regular school day. When enrolling in a performing group, students are committing themselves to all performances of that group. Members of music performance ensembles also become eligible to audition for a variety of state and regional festivals.

All courses provide opportunities for students to demonstrate all learning expectations.

PERFORMANCE ENSEMBLES

CONCERT BAND

(Full Year–1.00Credit)

7300 - Level 2

(Offered for grade 9, 10, 11, & 12)

(Prerequisite: Prior Band Experience)

This ensemble is open to students who can demonstrate the ability to perform level 3 literature. Instruction will focus on group skills, aesthetic awareness, musical literacy and technique through the study of a variety of works. Members are required to participate in concerts, local parades, and three home football games. Students are encouraged to participate in the Football Pep Band on a voluntary basis at the remaining football games. This course may be taken for Level 1 credit through a separate audition process and the completion of additional requirements through independent study. (FA, H, G)

SYMPHONIC BAND

(Full Year–1.00Credit)

7310 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Audition

This ensemble is open, by audition, to all students in grades 10 through 12 who can demonstrate the ability to perform level 4 literature. Selection is based on ability and instrumentation. Instruction will focus on aesthetic awareness, musical literacy, and advanced skills through the study of a variety of musical styles including Broadway, jazz, and popular as well as traditional band works. Members are required to participate in school concerts, local parades and three home football games. Students are encouraged to participate in the Football Pep Band on a voluntary basis at the remaining football games. This course may be taken for Level 1 credit through a separate audition process and completion of additional requirements through independent study. (FA, H, G)

CHAMBER STRING ENSEMBLE

(Full Year–1.00Credit)

7360 -Level 2

(Offered for Grades 10, 11 & 12)

Prerequisite: Audition

The Chamber String Ensemble is open by audition to high school students entering grades 10 through 12. Students who play violin, viola, cello, or string bass may audition for the course in January of the preceding school year. Students will study and perform challenging level five and six literature for small chamber string ensemble as well as string trios and quartets. Students will participate in an in-depth study of literature for interpretation, musicality, style, and aesthetic quality. Students will study appropriate composers in relation to the era, society, and culture in which they created their works. Students will perform at school concerts and various community events. Class size may be limited to twenty-four students for balanced instrumentation. This course may be taken for Level 1 credit through a separate audition process and completion of additional requirements through independent study. (FA, H, G)

STRING ORCHESTRA

(Full Year–1.00Credit)

7350 – Level 2

(Offered for grades 9, 10, 11 & 12)

Prerequisite: Prior Orchestral Experience

The String Orchestra course is a performing ensemble open to any high school students who play an orchestral string instrument: violin, viola, cello, or double bass. Appropriate string orchestra literature is studied. Emphasis is placed upon skill development as well as interpretation and ensemble skills. Students will study a variety of musical styles appropriate to the genre. The String Orchestra will perform at school concerts as well as community events. This course may be taken for Level 1 credit by audition and completion of additional requirements through independent study. (FA, H, G)

CONCERT CHOIR

(Full Year–1.00Credit)

7340 - Level 2

(Offered for grades 10, 11 & 12)

Prerequisite: Audition

The Concert Choir is a select performance ensemble open to qualified sophomores, juniors and seniors by audition. Prior membership in Chorus, Treble Choir or the equivalent is

expected. Advanced literature from all historical periods including small major works with instrumental accompaniment is studied. Emphasis is placed on development of vocal skills in the areas of tone quality and tone production, breath control, reading accuracy and interpretation. The choir performs at school concerts as well as selected community events. This course may be taken for **Level 1** credit by audition and by completing additional requirements through independent study. (FA, H, G)

CHORUS

(Full Year–1.00Credit)

7330 - Level 2

(Offered for grades 9, 10, 11 & 12)

This is a performing choral ensemble open to any high school student without audition. Students will perform choral repertoire in a wide variety of musical styles. Major emphasis is on developing vocal skills and music literacy. The Chorus performs at school concerts as a vocal ensemble as well as in combination with the Concert Choir and Treble Choir. This course may be taken for Level 1 credit by audition and by completing additional requirements through independent study. (FA, H, G)

TREBLE CHOIR

(Full Year–1.00Credit)

7345 – Level 2

Offered for Grades 10, 11 & 12)

Prerequisite: Audition

The Treble Choir is an auditioned group for soprano and alto singers that performs music at an advanced level with a focus on a cappella music. This includes music from the standard choral repertoire as well as music in a popular style, specifically suited for soprano and alto voices. Emphasis will be placed on singing with good vocal technique and development of music literacy. Auditions for this group take place in January and are open to all treble singers in grades 10-12, regardless of whether or not they have taken Chorus before. This course may be taken for **Level 1** credit by audition and by completing additional requirements through independent study. (FA, H, G)

CLASSROOMMUSIC COURSES

PIANO/KEYBOARD

(Half Year–0.50Credit)

7450 - Level 2

This course is for students who have little or no previous keyboard experience. Students will learn basic piano technique - fingering, reading, chord progressions and a variety of songs. Students use individual stations in the music MIDI lab and software to work at their own pace. (FA, H, G)

FUNDAMENTALS OF MUSIC THEORY

(Half Year–0.50Credit)

7169 -Level 1(ECE)

(Not Offered 2025-2026, Offered 2026-2027)

This one semester course introduces students to the fundamentals of music theory including melody, rhythm, harmonic dictation, sight-singing, part-writing, musical terminology and form. This Level 1 course is taught in the music technology lab and is recommended as a preparation to AP Theory. It is recommended for all ensemble students but may also be taken by any student, as an introductory exploration of theory. Students taking this course may enroll in the UConn ECE program, MUSI 1011. (FA, H, G)

APMUSIC THEORY

(Full Year–1.00Credit)

7170 - Level 1 (ECE)

(Offered 2025-2026, Not Offered 2024-2025)

(Offered for Grades 10, 11, & 12)

This course focuses on aural and visual identification of musical elements including chords, cadences, compositional processes and skills, rhythm and meters, phrase structures, form and modulation. College credit or advanced placement may be earned through the Advanced Placement Examination given in May. Students taking this course may enroll in the UConn ECE program for MUSI 101H and MUSI 1012. (see page 11). Prerequisite for this course is Fundamentals of Music Theory or by consent of the instructor. (FA, H, G)

MUSIC STUDIO PRODUCTION

(Half Year-0.50Credit)

7441-Level 2

This course is designed to teach students how to create and produce music using a variety of technologies. Students will learn audio engineering skills and work with sequencing /notation software to create a number of projects including a commercial, movie soundtrack, and live recording. Students may focus on their area of interest using other available software programs. No musical experience is necessary. This hands-on course will serve the abilities and interests of all students. (FA, H, S, G)

BEGINNING GUITAR

(Half Year-0.50Credit)

7370 - Level 2

This course is designed for students with little or no guitar experience. Students will learn basic chords, scales, note and rhythm reading, tab reading and beginning barre chords. Students will also learn to play songs using notes, tab and chords. Students who have proficiency in most of these skills, especially basic chords, should consider taking Intermediate Guitar. If a student is unsure which course to take, he/she should check with a guitar instructor. This course may be taken a second time only with teacher permission. (FA, H, G)

INTERMEDIATE GUITAR

(Half Year - 0.50Credit)

7380 - Level 2

This course is designed for students who have completed the GHS Beginning Guitar course and/or for students who have basic rudimentary guitar skills (see requirements from Beginning Guitar description). Students will study advanced barre chords, note and rhythm reading, scales and modes, guitar theory, composition, song writing, improvisation and ensemble performance. If a student is unsure which course to take he/she should check with a guitar instructor. This class may be taken a second time only with teacher permission. (FA, H, G)

POPULAR AND WORLD MUSIC

(Half Year- 0.50Credit)

7420- Level 1 (ECE)

In this classroom course, students will examine popular and world music's influence within American society. Students will study significant styles and genres of American popular music and how they are influenced by European American, African American and Latin American traditions. Students will be encouraged to think critically and creatively about musics of the world and their influence on popular music throughout the 20th century. (FA, H, G)

SCIENCE

Recommended Science Course Selection Plan for Grades 8-12

The chart below captures the **most common course sequences**. However, a student's course sequence may change over time depending on interests, skill development, and achievement levels. Students should consult with their school counselor before choosing their courses. **The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology, and Physics.**

Grade	Level 1	Level 2	
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics	
9	Chemistry L-1 (5130)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1&2 (5171)	Physics (5470 or 5480)	Introductory Physics (5465)
12	AP Chemistry (5140), AP Environmental Science (5160), AP Physics 1&2 (5171), AP Physics C (5175), and/or Advanced Research Mentorship (5150)	Science electives,	Science electives

The scope and sequence of the GPS science curriculum endeavors to help students develop an understanding of fundamental science principles, their applications, and their implications. The GHS science course offerings attempt to meet the needs of all our students - be it to establish a minimal scientific literacy in a technological world or to establish the cornerstone of a scientific career. In light of these needs, students should plan their program of study to maximize their exposure to concepts and skills in a variety of science areas.

Students must successfully pass Biology (or AP Biology)

and at least one credit of a physical science or earth/space science courses to satisfy the science graduation credit requirement. Students may, upon the approval of the directors of Science and Vocational Education, apply for one science credit with the successful completion of a three year planned program of Agriscience and Technology.

All Advanced Placement science courses at GHS are Level 1. It is strongly recommended that students taking Level 1 science classes have received at least a final grade of B in the previous Level 1 science course or at least an A- in an appropriate Level 2 science course. Other predictors of success in a Level 1 course are high grades (A or B) in language arts courses or mathematics courses.

The Science Department has initiated collaborative programs with the University of Connecticut, to provide an opportunity for GHS students to earn college credit for some GHS science courses. Once accepted, students meeting college criteria will be provided the respective college's credit. Credit from UConn may be transferable to other colleges and universities. Students are notified if the college credit option is available in their science courses every fall.

All courses provide opportunities for students to demonstrate all learning expectations.

CHEMISTRY

Chemistry is an extremely important branch of science. Chemistry affects our daily lives in many ways, and a solid foundation in the study of chemistry is important for understanding the concepts and topics presented in future science courses.

The GHS science program begins during the 9th grade year with a one year introductory course in Chemistry or a course closely associated with chemistry (Integrated Science). These courses explore the basic content areas of chemistry. Advanced Placement (AP) Chemistry is a second year chemistry course for potential college credit. All of these courses satisfy the physical science graduation requirement.

INTEGRATED SCIENCE

(Full Year–1.50Credits)

5462 – Level 2

Offered for grade 9 only

Prerequisite: Teacher recommendation

Students in Integrated Science conduct investigations of energy, the structure of matter, the interactions of chemicals, the impacts of chemicals on our society and environment, and

the chemical nature of life. This is a laboratory course with an

emphasis on chemistry that is designed for 9th grade students to utilize concepts of physics, chemistry, and biology to help students understand Earth's systems and develop an appreciation of global interdependence. The course is aligned with expectations of the and the Next Generation Science Standards, and includes themes of engineering design, modeling, patterns, change, and constancy.

CHEMISTRY

(Full Year - 1.50 Credits)

5130 - Level 1 (Grade 9 only)

5440 - Level 2 (Grade 9 only)

Chemistry 5130 and 5440 are investigations into the structure and composition of substances and the physical mechanisms by which chemical, physical, and nuclear changes occur. The role of energy in these changes is examined. Extensive laboratory experiences enable students to expand upon the various concepts of chemistry. This course is aligned with the expectations of the Next Generation Science Standards, and includes themes of engineering design, earth's systems, modeling, patterns, change and constancy.

Guidelines:

For entrance into Chemistry 5130 (Level 1) it is recommended that the student earn a B or higher in Grade 8 Level 1 science (Concepts of Physics) and Algebra. Chemistry 5130 is a first-year chemistry course designed for 9th graders which includes abstract concepts, expanded topics, and numerous applications of mathematics.

For entrance into Chemistry 5440 it is recommended that the student be concurrently enrolled in Algebra or completed Algebra. This is a first-year chemistry course designed for 9th graders who desire introductory chemistry with fewer mathematical challenges than Chemistry 5130.

AP CHEMISTRY

(Full Year-1.50Credits)

5140 - Level 1

Prerequisite: Algebra 1 & 2 and Chemistry

(Offered in grades 11 and 12)

Advanced Placement (AP) Chemistry is a second year chemistry course that is equivalent to a two-semester introductory college level chemistry course. The curriculum is based on the College Board's AP Chemistry syllabus and provides investigations into quantitative aspects of topics such as kinetic theory, equilibrium, gas laws, thermochemistry, and thermodynamics. Formal laboratory investigations are conducted to apply concepts of chemistry and to develop inquiry learning skills.

This course is designed to prepare students for the College Board's Advanced Placement Chemistry Examination in May of each year. It is a rigorous course intended for students who may be interested in pursuing careers in pure or applied sciences such as engineering and nursing. Credit may be awarded by some colleges for achievement on the AP Examination. A registration fee is associated with the AP Examination.

BIOLOGY

Biology is an extremely important branch of science. It is about the nature and characteristics of life and, therefore, is essential for all students and citizens. Successful completion of a full year of biology is required for graduation.

The biology program begins in Grade 10 with a one-year biology course. Students may enroll in either Level 2 biology course (Biology 5410 or 5420) which cover the basic topic areas of biology, or they may enroll in Advanced Placement Biology 5100 (Level 1) if they have met the prerequisites. Biology courses are aligned with expectations of Next Generation Science Standards.

There are second year elective options (i.e. Human Anatomy & Physiology) which increase students' general knowledge and understanding in the subject area and which may help students prepare for specific career goals



BIOLOGY

(Full Year-1.50Credits)

Grade 10

5410-Level-2 Grade 10

5420-Level 2

Biology is the study of life. Students explore the fundamental properties of living things and the relationships of organisms to their environment. Topics include ecosystem

interactions and energy, photosynthesis and cellular respiration, evolution, inheritance of traits, structure, function, and growth of living things, and ecosystem stability and response to climate change. Students engage in hands-on application and experimentation throughout the topics of study, and further develop skills in the areas of data analysis and scientific communication.

AP BIOLOGY

(Full Year-1.50Credits)

5100- Level 1

Prerequisite: Chemistry

AP Biology 5100 is designed to enable students to develop advanced inquiry and reasoning skills, including designing experiments, collecting and analyzing data, and effectively communicating the results of experiments. AP Biology 5100 is equivalent to a two-semester introductory college biology course.

The key concepts and related content of AP Biology are organized around a few underlying principles which encompass core scientific ideas, theories, and processes governing living organisms and biological systems. The key concepts are:

Evolution

-Cellular Process: Energy and Communication

-Genetics and Information Transfer

Interactions

This course prepares students for the College Board's Advanced Placement Examination administered in May of each year. Some colleges award credits based on achievement level on this examination.

PHYSICS

Physics is an extremely important branch of science that pervades our daily lives. A working knowledge of physics is important for all students and citizens. It is particularly important for those who may be interested in the pure or applied science careers, including engineering and nursing.

Physics also serves as a rigorous and highly regarded academic science course. In all physics courses, computer-based laboratories are utilized to collect, analyze, and process laboratory data.

Physics 5470, 5480, and Introductory Physics 5465 (all Level 2) are first year courses covering traditional topical areas of physics. Advanced Placement Physics 1 & 2 5171 (Level 1) can be taken as a first year or second year physics course. Physics courses are aligned with expectations of *Next Generation Science Standards*.

INTRODUCTORY PHYSICS

(Full Year -1.00 Credit)

5465 – Level 2

(Offered for grades 11 and 12)

Prerequisite: None

Students will experience the concepts of physics and how they apply to our world in this single-period class. The basic concepts of measurement, motion, force, light, sound, energy, matter, electricity and nuclear physics are developed and explored. Numerous laboratory activities and projects will enhance student understanding and application of the

concepts. This course can serve as a GHS physical science graduation credit, but may not meet the preparatory laboratory science requirement of some colleges.

PHYSICS

(Full Year-1.50Credits)

5470 - Level 2

5480 - Level 2

Prerequisites:

Physics 5470 -Algebra 2A (Algebra 2A may be taken concurrently)

Physics 5480- Algebra 2B (Algebra 2B may be taken concurrently)

Physics is an investigation into the behavior and interrelationships of matter and energy. Basic concepts of measurement, motion, force, momentum, energy, waves, sound, light, electricity, and magnetism are developed and applied. Laboratory investigations enable students to expand upon the various concepts of physics. Computer-based experimentation enables students to collect, process, and analyze laboratory data. Physics 5470 expects students to apply trigonometry to the solutions of physics problems.

AP PHYSICS 1 & 2

(Full Year–2.00 Credits)

5171- Level 1 (ECE)

Prerequisite: Chemistry (Level 1), A.P. Biology, Physics 5470, or Physics 5480; Concurrent enrollment in Algebra 2A.

AP Physics 1 & 2 (5171) is equivalent to a two-semester, algebra-based college level introductory physics course and is designed to align with the Advanced Placement Physics 1 and Advanced Placement Physics 2 curriculum. The course content includes concepts related to motion, forces, work, energy, power, rotation, fluid mechanics, waves, sound, light, electricity, magnetism, and nuclear/particle physics.

AP Physics 1 & 2 is a 2.00 credit course which meets for a one block every day. Students who take AP Physics 1 & 2 must meet their Physical Education/Health requirement in a manner that does not involve the physics lab periods.

Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the College Board's AP Physics 1 & 2 Examinations or through the University of Connecticut's Early College Experience Program (see page 11). Registration fees are associated with the AP Examination and the UConn ECE Program. (Note: Because of the compacted nature of this course, students interested in taking the AP Physics 2 Examination should expect to learn some of the content independently prior to the examination.)



ADVANCED RESEARCH MENTORSHIPS IN THE NATURAL SCIENCES

(Full Year - 1.50 Credits)

5150 - Level 1

(Offered for grades 11 and 12)

Prerequisite: Biology and a physical science.

Advanced Research Mentorship is a non-traditional science elective that allows students to complete authentic research under the guidance of a practicing scientist, doctor, or engineer. Students will gain valuable skills and experiences in designing, conducting, and reporting scientific research results. They also demonstrate their ability to interact responsibly with scientific professionals, to manage a large scale project, to meet deadlines, and to access, read, and evaluate relevant information from a variety of sources.

In-class instruction includes scientific literacy skills, effective written and oral communication skills, the ethics of scientific research, and exploration of career options. Students are granted some early dismissal time from school and must document at least 100 hours of work on their research projects. Participation in authentic research competitions or conferences is required. Students are encouraged to connect with a mentor prior to the beginning of the school year. (S, G)

ASTRONOMY

(Half Year - 0.50 Credit)

5500 - Level 2

(Offered for Grades 11 and 12)

Prerequisite: Biology and a physical science

Astronomy involves the study of the Solar System, the Milky Way, and the known universe. The focus of this half year, single period course is to expose the student to the role of science and technology in helping us to better understand outer space. Although laboratory experiences will be provided in this course, Astronomy may not meet the preparatory laboratory science requirement of many colleges. (S, G)

FORENSIC SCIENCE

(Full Year - 1.00 Credit)

5565 - Level 2

Prerequisites: Chemistry, Biology, and Physics or Introductory Physics

(Offered for Grade 12)

Forensic Science is a full year single period course designed to integrate branches of science (biology, chemistry, and physics) and apply science to analyze forensic scenarios. Major topics explored will be fingerprinting, DNA analysis, blood typing and ballistics. Investigations of simulated crime scenes will require students to apply their knowledge and skills in science. Students will use scientific tools to gather, analyze, and interpret data. Additionally, students will learn about career opportunities related to forensic science. Forensic Science may not meet the preparatory laboratory science requirement of many colleges. (S, G)

HUMAN ANATOMY AND PHYSIOLOGY

(Full Year - 1.50 Credit)

5561 - Level 2

(Offered for grades 11 and 12)

Prerequisite: Biology and a physical science

AP PHYSICS C

(Full Year - 1.50 Credits)

5175 - Level 1

Prerequisite: Physics or AP Physics; Concurrent enrollment in Calculus BC or Calculus AB

AP Physics C is a calculus-based, college level course in physics designed to prepare students for both of the College Board's AP Physics C Examinations, 'Mechanics' and 'Electricity and Magnetism'. Both are administered in May. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to challenging physical problems. While concurrent enrollment in Calculus AB is accepted for entrance in this course, concurrent enrollment in Calculus BC is preferred because of its stronger alignment. (S, G)

OTHER SCIENCE ELECTIVES

AP ENVIRONMENTAL SCIENCE

(Full Year - 1.50 Credits)

5160 - Level 1 (ECE)

(Offered for grades 11 and 12)

Prerequisite: Biology and Chemistry

AP Environmental Science is equivalent to an introductory college level course and is designed to align with the College Board's Advanced Placement curriculum. It provides students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

A summer review assignment may be expected.

Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the College Board's AP Examination and/or through the University of Connecticut's Early College Experience. Registration fees are associated with the AP Exam and the ECE Program (see page 11). (S, G)

Human Anatomy and Physiology is a Level 2 laboratory science course focusing on the scientific principles, concepts, and methodologies required to understand the complex structure and interrelationships within the human body. Focuses of the course include the interdependence of structure and function, the hierarchical organization of living things, and the interdependence of organ systems. Topics include body organization, homeostasis, cytology, and histology. Laboratory work includes microscopic studies, physiologic experiments, and dissections. (S, G)

PRINCIPLES OF APPLIED ROBOTICS AND ENGINEERING

(Full Year -1.00 Credit)

5600-Level 1

5602-Level 2

Grades 9-12

STEM Elective Level 1/2

No prerequisites

This STEAM-integrated course is an innovative approach to interdisciplinary applications of robotics, engineering design, computational thinking, and programming. Students will engage in the exploration of multiple robotics systems and engineering fields across manufacturing, environmental and agricultural sciences, and information technology. Principles of Applied Robotics and Engineering blends the mind of a scientist, technologist, and designer; providing multiple opportunities for students to engage in disciplinary specific work while integrating creativity, collaboration, problem solving, and communication. Students will design a culminating project to fully develop their interests, knowledge, and skills, launching their future career pathways and programs of study at the collegiate level. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (S, G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year- 1.0 Credit)

4427 - Level 1

4428 - Level 2

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us. The level one option for this course includes the components of level two and additional independent work advanced criteria. (S, G)

*List of Computer Science STEAM Courses: Principles of Applied Robotics and Engineering, Web Design and App Development, Engineering Design, Applied Engineering, Digital Electronics, Computer Modeling in Animation and Game Design, Introduction to Computer Programming, Programming in C++, AP Computer Science Principles

TECHNOLOGY EDUCATION

Technology Education courses enable students to survey areas in which they have an interest, aptitude, or career aspiration. They provide an excellent opportunity to develop skills and learn about industry and technology. All courses emphasize learning through hands-on activities coupled with the rigor of other academic areas. As today's technology continues to evolve, we recognize that technology education subject areas are cross-disciplinary in the areas of Science, Technology Engineering, Computer Science, Art and Math. To that end, please see the chart below to assist in planning courses of study that integrate Computer Science and Technology Education. Detailed course descriptions for the Computer Science courses can be found under the Math Department STEAM electives section of the Program of studies.

Students may ~~also~~ take designated advanced courses twice or work with teachers through the independent study program with instructor's approval and plans for the study. Please note, per UConn policy, ECE credit will only be awarded one time.

All courses provide opportunities for students to demonstrate all learning expectations.

CTE/STEAM & Computer Science companion courses

Computer Science Courses	CTE/STEAM Electives
Introduction to Computer Programming	VideoGame Design& Development Web Design & Development Principles of Applied Robotics&Engineering
APComputer Science Principles	Digital Electronics Web Design & Development Video Game Design & Development Coding, Data Science & Society
Programming in C++	Web Design & Development Digital Electronics Principles of Applied Robotics & Engineering Video Game Design & Development Engineering Design Applied Engineering
Cybersecurity	Web Design & Development
AP Computer Science A	Digital Electronics Engineering Design Coding, Data Science & Society

ADVANCED PHOTOGRAPHY

(HalfYear - 0.50 Credit)

8360 - Level 2

(Offered for grades 10, 11, and 12)

Prerequisite: Photography or consent of Instructor

This course extends the students' knowledge of both the technical and artistic aspects of photography. Students will work extensively with digital SLR cameras, specialty lenses, flashes and other camera accessories. Mobile devices can be used at home if needed to complete projects. During the course students will choose several topics of interest within the photography field, and then research and create picture projects to demonstrate their deeper understanding of the topic. Professional software will be used to preprocess all digital work to ensure technically correct and well composed photographs. Students will then learn how to create several different types of portfolios to display work ranging from the traditional to multimedia slideshows and web pages. In addition, students will have access to large format archival quality photo printers to produce show quality prints. (FA, H, S, G)

APPLIED ENGINEERING

(Full Year - 1.00 Credit)

8311 - Level 2

Prerequisite: high school level CAD

This course engages students in the process of inventing engineering challenges, then designing and building solutions to meet those challenges. Through this process students will acquire technical literacy and academic proficiencies in math, science and technology. Classroom projects will incorporate mechanical, pneumatic and electronic components to solve these engineering challenges. The curriculum combines robotics and automation while modeling the engineering project cycle of developing strategies, system design and prototype testing. (S, G)

ARCHITECTURAL DESIGN

(Full Year - 1.00 Credit)

8210 - Level 1

Prerequisite: high school level CAD and/or instructor approval

8410 - Level 2

Architectural Design is for those students who are interested in residential design, commercial design, and building construction techniques. Students will develop professional drawings required in the design and construction of a residential home. Students will also develop skills in Architecture design including structure prototypes and scale model construction, including the use of 3D printing to mock up architectural elements. This course may be elected twice.

Level 1 will include the level 2 criteria with additional research into the analysis of building materials and their use in selected design problems. Participation in practical design opportunities, including state and national design contests, will also be available. (FA, H, G)

COMPUTER ASSISTED DESIGN (CAD)

(Half Year - 0.50 Credit)

8400 - Level 2

CAD is an introductory course for students interested in careers related to design including Architecture and/or Engineering. This course is structured to allow students the opportunity to practice the basic CAD skills necessary to develop professional drawings and designs of personal interest concluding with 3D-printed objects. Students will develop individualized architectural plans associated with residential construction and engineering problems. Students will use current industry standard software packages to design and edit drawings. Students will utilize 3D printers to create prototypes of Engineering and Architectural Objects. Completed designs will be included in a digital portfolio.

(FA, H, S, G)

DIGITAL ELECTRONICS

(Half Year-0.50Credit)

8390- Level 1

8395- Level 2

Prerequisite: Introduction to Computer Programming or AP CSP or AP CSA or instructor permission

This interdisciplinary STEAM course provides students the opportunity to develop programs to control devices in the physical world. Topics of study from science (electricity fundamentals, Ohm's Law, electronic components, and circuits), technology (computer programming) and engineering (design, application, systems) combine through the study of digital electronics. Additionally, students will study the Internet of Things, looking at what makes up the IoT, how devices are interconnected, programmed, and utilized. Cybersecurity and privacy issues will also be considered. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (FA,H,S,G)

ENGINEERING DESIGN

(Half Year - 0.50 Credit)

8220 - Level 1

Prerequisite: high school level CAD

8420 - Level 2

Prerequisite: high school level CAD and/or instructor approval

This applied CAD course is designed to build on existing computer assisted design skills for students considering a career in the field of engineering or related technologies. Students will work to solve product design problems and complete detail and pictorial drawings using CAD drawing techniques. Students will create prototypes utilizing 3D printers and CNC machines. Students will design a product, either individually or as part of a small group, and make the drawings necessary for production. This course may be elected twice. (FA, H, S, G)

Level 1 will require the level 2 criteria with additional research and technical reports related to product design, feasibility, materials, and processes.

VIDEO GAME DESIGN AND DEVELOPMENT

(Half Year-0.50

Credit) 8431- Level 1

(ECE)

This interdisciplinary STEAM computer science course will engage students in an overview of techniques in video game design. Students will design and develop video games, using the C# programming language, focusing on level design, story development, rules, strategy, and interactivity. Ethical issues in game design will also be considered. Students may take this course twice and explore advanced topics. This course aligns with the University of Connecticut Digital Media and Design 2500 course. and students may enroll in the UConn ECE program. Per UConn policy, ECE credit will only be awarded one time. . (FA,H,S,G)

BEGINNER GAME DESIGN

(Half Year- 0.50

8432- Level 2

In this interdisciplinary STEAM course, students will study the history and fundamentals of games. Students will design and create their own board game using modern manufacturing techniques, such as 3D printing and laser cutting and engraving. Students will have an opportunity to learn basic CAD skills, work with block coding, and design and write their first video game in blockly.

GRAPHIC DESIGN LAB

(Half Year -0.50 Credit) 8375-

Level 1 (ECE)

8376 - Level 2

Students will develop the foundational design and production skills to design and create graphic products using the computer and professional software packages such as Adobe Illustrator and Adobe Photoshop. – Students will concentrate on essential design concepts as well as color theory, typography,

and layout. They will be challenged to design and produce products for school organizations, events, as well as for themselves, family, or friends. Students will have access to a wide range of industry standard printers and related machinery to create products such as custom clothing, posters, signage, decals, and more which will provide students with real world production experience. The level one option for this course will include the components of the level two course and additional independent work and advanced criteria to align with the University of Connecticut Digital Media and Design 1101 course. Students taking this course may enroll in the UCONN ECE program. Per UConn policy, ECE credit will only be awarded one time. (FA, H, S, G)

PHOTOGRAPHY

(Half Year - 0.50 Credit)

8350 - Level 2

This is a beginning to intermediate level course dealing primarily with camera controls as they relate to digital photography, and how to make the best out of every digital image. The basics of shooting successful pictures with a digital camera will reference tips from traditional photography and highlight how traditional photography applies to the digital shoot. Students will then learn how to improve, repair, and manipulate digital images within professional software to achieve the best possible digital image. Students will learn composition through the practice and completion of various types of pictures and will learn how to prepare them for print, computer slideshows, and the web. Digital SLR cameras are available for student use during class time, so students do not need to bring one from home. (FA, H, S, G)

PRODUCTION SYSTEMS

(Half Year - 0.50 Credit)

8500 - Level 1: *Strongly recommend CAD Prerequisite*

and/or instructor approval

8501 - Level 2

This is an introductory course in which students will work with many of the basic materials associated with manufacturing including wood, metal, plastic and ceramic materials. Students will construct projects using custom building and mass production techniques. CAD along with CNC Machining will be used allowing the creation of intricate products using multiple manufacturing materials. (S, G)

PRINCIPLES OF APPLIED ROBOTICS AND ENGINEERING

(Full Year - 1.00 Credit)

5600 - Level 1 *Strongly recommend CAD Prerequisite and/or instructor approval*

Grades 9-12

5602 - Level 2

STEM Elective Level 1/2

No prerequisites

This STEAM-integrated course is an innovative approach to interdisciplinary applications of robotics, engineering design, computational thinking, and programming. Students will engage in the exploration of multiple robotics systems and

engineering fields across manufacturing, environmental and agricultural sciences, and information technology. Principles of

Applied Robotics and Engineering blends the mind of a scientist, technologist, and designer; providing multiple opportunities for students to engage in disciplinary specific work while integrating creativity, collaboration, problem solving, and communication. Students will design a culminating project to fully develop their interests, knowledge, and skills, launching their future career pathways and programs of study at the collegiate level. The level one option for this course will include the components of the level two and additional independent field work and advanced criteria. (S, G)

TRANSPORTATION SYSTEMS

(Half Year - 0.50 Credit)

8301 - Level 2

Students will study the technology related to four modes of transportation: air, land, sea and space. Working models will be constructed in all units of study and will include monorails, rockets, airplanes, helicopters, submarines, boats, and hovercrafts. (S, G)

TV BROADCASTING

9420 - Level 2

(Half Year - 0.50 Credit)

In TV Broadcasting, students will understand the essential economic, political, and social institutional structures behind TV broadcast journalism; explore and interpret a range of related informative, persuasive, and narrative formats; analyze how they are developed and function within the media landscape; and acquire the essential skills for creating their own TV broadcast journalism content in the GHS TV Studio. In essence, TV Broadcasting is designed to increase students' media literacy by helping them better understand the role of television news in American society and the ways in which citizens can effectively participate in its consumption and creation of media.

This course provides students with the knowledge and skill to produce programs that can be aired on closed circuit and/or public access. Students are introduced to the principles, procedures, and techniques of television production. Students build teamwork and collaboration skills as they learn scripting, shooting, editing and audio production techniques, using the technical equipment in the GHS Studio to effectively collaborate as a production team to produce and record a range of broadcast journalism programs. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

WEB DESIGN AND DEVELOPMENT

(Half Year - 0.50 Credit)

8382 - Level 1

8380 - Level 2

In this interdisciplinary computer science course, students will create websites and web applications using HTML, CSS, and JAVASCRIPT. These technologies offer students the opportunity to learn computational thinking skills

that will prepare them for a wide variety of technology careers, as well as other computer science courses. Students enrolled in the level 1 section of this course will participate in additional self-directed learning experiences, delve deeper into aspects of algorithm development with javascript, and be expected to independently and collaboratively problem solve (S,G)

CODING, DATA SCIENCE, AND SOCIETY

(Full Year-1.0 Credit)

4427 - Level 1 (ECE)

Prerequisites: Any Computer Science STEAM course*

This course is a true interdisciplinary STEAM course in the computer science and technology pathway. In a world surrounded by information, data literacy is now a crucial life skill that opens up countless opportunities in fast-growing STEAM careers. Students will develop code through Python to interpret real-time data and explore the issues and problems they care about. By integrating content and skills from a variety of disciplines, students will explore data from social media, sports, healthcare, and the environment to better understand the world around us.

TELEVISION AND THEATER ARTS

All courses will provide opportunities for students to demonstrate all learning expectations.

DRAMA 1

(Half Year–0.50 Credit)

1610- Level 2

This course is primarily devoted to the craft of acting and to the reading and discussion of modern plays. In this class, students become more intimately involved in literature by placing themselves in the situations and circumstances of characters. This course allows beginning and experienced actors to develop specific acting skills including focus, body movement, voice, emotional recall, memorization, and improvisation in order to bring life to dramatic scenes. Students work individually and collaboratively to write and perform creatively. Students read 20th century plays and view some video clips in order to understand characterization and dramatic structure. They also develop a critical eye for both writing and performance. The course may include a field trip to view a professional production. This course may be taken for level 1 credit with the permission of the teacher. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course. This course may be taken more than once with the permission of the teacher and administrator/school counselor. (FA, H, G)

LIGHTING AND SOUND FOR THEATER

1240- Level 1

1630- Level 2

(Half Year – 0.50 Credit)

This survey course introduces students to the technology and design concepts of lighting and sound for live performance applications. Some of the work is conceptual and is grounded in a theoretical framework, involving design as influenced by scripts and directorial concepts, but a great deal of the coursework will involve hands-on use of equipment. Students will learn to hang and focus lighting instruments, to use a computer dimmer board, to create cues, to use a sound mixer, and to create special effects. Students completing this course may opt to participate in the theater program of the school and see some of their designs implemented in GHS productions. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

This course may be taken for level 1 credit with the permission of the teacher. An outline detailing additional requirements must be filed with the Director of Secondary English prior to the beginning of the course.

TV BROADCASTING

9420 - Level 2

(Half Year – 0.50 Credit)

In TV Broadcasting, students will understand the essential economic, political, and social institutional structures behind TV broadcast journalism; explore and interpret a range of related informative, persuasive, and narrative formats; analyze how they are developed and function within the media landscape; and acquire the essential skills for creating their own TV broadcast journalism content in the GHS TV Studio. In essence, TV Broadcasting is designed to increase students' media literacy by helping them better understand the role of television news in American society and the ways in which citizens can effectively participate in its consumption and creation of media.

This course provides students with the knowledge and skill to produce programs that can be aired on closed circuit and/or public access. Students are introduced to the principles, procedures, and techniques of television production. Students build teamwork and collaboration skills as they learn scripting, shooting, editing and audio production techniques, using the technical equipment in the GHS Studio to effectively collaborate as a production team to produce and record a range of broadcast journalism programs. This course may be taken more than once with the permission of the teacher and an administrator. (FA, H, S, G)

WORLD LANGUAGE

All students are encouraged to continue the study of the language they began in elementary and/or middle schools. A long sequence of study is necessary to build proficiency in a language. In addition to the long sequence of study, a student may elect to begin Ancient Greek, Chinese, French, Latin, Russian, or Spanish at Glastonbury High School. Latin provides students with a linguistic foundation for both English and other Romance languages. Students may consider a semester course of Word Power Through Latin or a yearlong course in Advanced Studies in Classical Mythology. Although only one credit of world language is required for graduation, all students are encouraged to pursue language studies as an opportunity to meet the world language requirement to earn the Seal of Biliteracy upon graduation. World languages prepare students for college and career readiness. Students and parents are encouraged to consult with the Director of World Languages /MLand the language staff regarding employment opportunities for students with language training.

College-bound students are advised to consult admissions offices for language entrance and graduation requirements. Level 1 language courses are designed for language students who display a habit of independent language study; a willingness to participate in class discussions on a daily basis; a commitment to complete all work and projects on time; and a willingness to accept the pace and challenge of Level 1 work, which expects a high degree of independence and responsibility. Teachers will recommend students for placement in Level 1 courses, based on demonstration of appropriate skills and knowledge. For information about recommendations into different levels and courses, please visit the world language website.

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be global citizens in a multicultural, multilingual world. In order to meet the requirements for the Seal, students must meet Glastonbury High School's English language graduation requirements and a minimum rating of an Intermediate-Mid on both the Oral Proficiency Interview by computer (OPIc) and Writing Proficiency Test (WPT) for modern languages, or the ACTFL Latin Interpretive Reading Assessment (ALIRA). These external assessments, the OPIc and WPT are administered to all seniors enrolled in Chinese, French, Latin, Russian and Spanish. Students who can communicate in

languages other than those offered in our district should reach out to the director / head teacher to get information about possible testing for this language for the world language requirement of the Seal of Biliteracy. Students will use the modes of communication (Interpersonal, Interpretive, Presentational) to engage in performance tasks that build proficiency.

FRENCH 1 - 2

Novice

(Full Year 1.0 Credit)

3009 – Level 1

Students will work towards answering the questions “Who am I? Who are the francophones? What is the francophone world?” This course is intended for students who would like to study French in an accelerated fashion in order to advance to French 3 after two semesters of study. Students who might be eligible include those who have previously studied French, have studied another world language or speak another language at home. This course will be offered at Level 1. Upon successful completion students will be recommended to a French 3 course.

FRENCH 3

Intermediate

(Full Year – 1.00 Credit)

3010 - Level 1

3310 - Level 2

As part of answering the essential questions, “Who are the French? Who are the francophones of Europe?”, students will be able to participate in conversations. Students in this course will also be able to communicate about familiar topics, as well as researching and presenting information on varied cultural themes. (H, G)

FRENCH 4

Intermediate

(Full Year – 1.00 Credit)

3020 - Level 1

3320 - Level 2

As part of answering the essential question, “What happens when cultures meet?”, students will be able to participate with ease and confidence in conversations about familiar topics. Students in this course will also be able to discuss events and experiences, as well as handling social interactions. Students will also be able to research and present information on varied, cultural themes. (H, G)

FRENCH 5

Intermediate

(Full Year–1.00Credit)

3030 - Level 1

3330 - Level 2

As part of answering the essential questions “Who am I? Who are we? What creates identity?”, and “How and why does our identity change?”, students will be able to communicate about familiar topics, even when there is an unexpected complication. They will be able to construct presentations in various time frames that illustrate and defend particular viewpoints about cultural themes. (H, G)

FRENCH 6

Intermediate-Advanced

(Full Year 1.00 Credit)

3340 - Level 2

As part of answering the essential questions, “How am I transformed by the study of languages and cultures?” and “How do we use our study of language and culture to transform the world?”, students will explore current print, audio and visual media in the French world. Students will be able to understand and produce paragraph-length discourse in all major time-frames with ease and confidence within personal and general contexts. (H, G)

AP FRENCH LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3040 - Level 1 (ECE)

As part of answering the essential question “How am I transformed by the study of languages and cultures?”, students will explore current print, audio and visual media in the French world. Students will be able to understand and produce paragraph-length discourse in all major time frames with ease and confidence within personal, general and some abstract contexts. The AP French Language and Culture course is structured around six themes: Beauty and Aesthetics, Contemporary life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students taking this course may enroll in the UConn ECE program (see page 11). All students will be encouraged to prepare for the College Board’s Advanced Placement Examination in French. (H, G)

FRENCH I

Novice

(Full Year–1.00Credit)

3350 - Level 2

As part of answering the essential question “Who am I?”, students will be able to communicate on a limited number of familiar topics using single words and phrases that have been practiced and memorized. Students will also be able to present information about themselves and limited cultural themes. (H, G)

FRENCH II

Novice

(Full Year–1.00Credit)

3360 - Level 2

As part of answering the essential question “How do we make connections with the francophone world?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present information about themselves, cultural themes, and other familiar themes using memorized language. (H, G)

FRENCH III

Novice-Intermediate

(Full Year–1.00Credit)

3370 - Level 2

As part of answering the essential questions “Who are the French? Who are the francophones of Europe?”, students will be able to participate in short social interactions and everyday situations, as well as be able to present basic information on cultural themes and familiar topics. (H, G)

FRENCH IV

Intermediate

(Full Year–1.00Credit)

3380 - Level 2

As part of answering the essential question “What happens when cultures meet?”, students will be able to participate in simple conversations and answer questions on familiar topics. Students will be able to participate in short social interactions that include asking and answering questions, as well as presenting information on cultural themes and familiar topics. (H, G)

FRENCH V

Intermediate

(Full Year–1.00Credit)

3385 - Level 2

As part of answering the essential questions “Who am I? Who are we? What creates identity?”, students will be able to participate in conversations about familiar topics, ask and answer a variety of questions, as well as describe themselves and their everyday lives. Students will also be able to share information on a wide variety of thematic topics. (H,G)

ADVANCED STUDIES IN CLASSICAL MYTHOLOGY/ECE

(Full Year - 1.00)

3055 - Level 1 (ECE)

(Offered to grades 11,12)

As part of answering the essential question, “What are cultural truths and how are they communicated?”, students will learn the origin, nature, and function of myth in the literature and art of Greece and Rome. Students will understand how and to what effect those myths have been applied over time, and recognize and analyze their influence in our modern society. Students should enroll in this course as an elective, not as a primary world language. The course is taught in English with Latin and Greek supplement. Students may also be eligible to earn up to 3 college credits if enrolled in the University of Connecticut’s Early College Experience (see page 12). (H, G)

WORD POWER THROUGH LATIN

(Half Year–0.50 Credit)

3430 - Level 2

This course is particularly helpful in preparing for PSATs and SATs. Students learn significant elements of Latin and Greek with an emphasis on vocabulary building as a base for strengthening word power. Knowing these roots, prefixes, and suffixes will help students to improve their word attack skills for whatever text they read. Students should experience an increased ability to read difficult texts without a dictionary at their side. Instruction in language control in this class should help them in English as well. This course is open to students in Grades 9 – 12. Students should enroll in Word Power as an elective, not as a primary world language. (H, G)

ANCIENT GREEK I

Novice

(Full Year - 1.00 Credit)

3050 - Level 1

3425 - Level 2

As part of answering the essential question “Who were the Greeks?”, the aim of this course is to enable students to read ancient Greek within the context of studying classical Greek culture. Daily life, political events, mythology, religion, philosophy, literature, art and architecture are among the areas explored. One of the goals of studying ancient Greek is to achieve a better understanding of English. Greek roots, prefixes and suffixes that appear in English are highlighted as well as the influence of Greek on the language of politics, philosophy, literature, science and medicine. Students should take Ancient Greek as an additional language, not as a primary world language. (H, G)

ANCIENT GREEK II

Intermediate

(Full Year - 1.00 Credit)

3051 - Level 1

3426 - Level 2

As part of the essential question, “What happens when cultures meet?”, the second-year course in Ancient Greek continues the development of skills and comprehension begun in Greek I. Language control will be further explored in the context of readings based on Greek history, culture, philosophy and mythology. Primary sources such as Herodotus, Thucydides, Plato, and Aristophanes will supplement the Greek texts.

Contributions and influences of Greek on the development of English will continue to be a major focus. Students should be taking Ancient Greek as an additional language, not as the primary world language. (H, G)

LATINI-II Level 1

Intermediate

(Full Year–1.00 Credit)

3060 - Level 1

This course is an accelerated Latin I and Latin II course. As part of answering the essential question “Who were the Romans?”, this course provides extensive practice in reading skills by introducing students to a Pompeian family and following events in their lives. These stories provide opportunities for studying Roman culture as well as analyzing text. There is emphasis on Latin language control and vocabulary particularly as they relate to English. Students learn to pronounce Latin correctly and sharpen listening and spelling skills through oral reading. Students who might be eligible are those who have successfully studied another language. The course is offered at a high achievement level and registration requires the recommendation of a previous language teacher. (H, G)

LATIN III Level 1

Intermediate

(Full Year–1.00 Credit)

3070 - Level 1

As part of answering the essential question, “How does power affect people?”, students continue an in-depth survey of Roman history and culture. Through various readings in Latin, students explore Roman religion, government, military, social class, philosophy, etc. Study of language control becomes more complex. Students continue to develop skills in interpretive reading, textual analysis, and intercultural competence. (H, G)

LATIN IV Level 1

Intermediate-Advanced

(Full Year–1.00 Credit)

3080 - Level 1

As part of answering the essential question “What was identity in Rome?”, students consolidate their study of Latin language control and engage in a survey of literature from various Roman authors. Students begin to read Latin poetry and become familiar with Latin poetics. Through the study of different types of Latin literature, students explore Roman identity as expressed by the authors and make connections to their own lives and experiences. (H, G)

APLATIN LITERATURE/ECE

Advanced

(Full Year - 1.00 Credit)

3090 - Level 1 (ECE)

As part of answering the essential question "How are we transformed by our study of Latin?", students in AP Latin will study literature. As an AP course, readings focus on Caesar’s *DeBello Gallico* and Vergil’s *Aeneid*. The student does any

language control review needed and begins to sight read authentic Latin literature. There is emphasis on reading Latin literature critically, analyzing both prose and poetry and comparing themes, language and modes of expression with those found in modern literature. Students taking this course may enroll in the UConn ECE program (see page 11). (H, G) -

LATINI

Novice

(Full Year - 1.00 Credit)

3390 - Level 2

As part of answering the essential question “Who were the Romans?”, the first-year course provides extensive practice in reading skills by introducing students to a Pompeian family and following events in the lives of these characters. These narratives provide opportunities for studying Roman culture as well as lively, relevant reading passages. There is emphasis on Latin language control and vocabulary particularly as they relate to English. Students learn to pronounce Latin correctly and sharpen listening and spelling skills through oral reading.

(H, G)

LATINII

Novice-Intermediate

(Full Year - 1.00 Credit)

3400 - Level 2

As part of answering the essential question “What happens when cultures meet?”, the second-year course in Latin continues development of skills in reading and comprehension begun in Latin I. The readings are a continuation of the Latin I narratives and take place in Roman Britain and Roman Alexandria. Students explore life in the Roman provinces and how Roman occupation influenced it. Vocabulary and derivative acquisition continue. (H, G)

LATINIII

Intermediate

(Full Year - 1.00 Credit)

3410 - Level 2

As part of answering the essential question “How does power affect people?”, in Latin III students continue their exploration of Roman culture through readings. Cultural topics include the study of Roman religion and the Roman government and army. Language control usage becomes increasingly complex so that by the end of the year, the student is nearly ready to read original Latin texts. There is continued work on vocabulary with particular emphasis on English derivatives.

(H, G)

LATINIV

Intermediate-Advanced

(Full Year – 1.00 Credit)

3420 - Level 2

As part of answering the essential questions “How am I transformed by the study of Roman languages and culture,” and “What is identity?”, the fourth-year course consolidates the students' reading ability and understanding of Latin. Work on

language control is finished and consolidated. Then the student begins to read original Latin authors and discuss rhetorical devices. This part of the course includes units on Pliny the Younger’s letters about government and daily life, sections from Catullus’s poetry, a section from the Aeneid, and poems from Ovid’s *Metamorphoses*.

(H, G)

CHINESE 1

Novice

(Full Year–1.00Credit)

3183 - Level 1

As part of answering the essential questions “Who are the Chinese? What is Chinese culture?”, students in this course will be able to express themselves in conversations on familiar topics such as family, daily activities, and sports using words, phrases, and simple sentences. Conversational Chinese and culture topics will be introduced to students through thematic language and culture units. (H, G)

CHINESE 2

Novice-Intermediate

(Full Year–1.00Credit)

3184 - Level 1

As part of answering the essential questions “How do I connect to the world? How does the world impact me? How do I impact the world?”, students will be able to communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions. The inflectional nature of the language and the acquisition of the Chinese characters will continue to be developed. (H, G)

CHINESE 3

Intermediate

(Full Year–1.00Credit)

3185 - Level 1

As part of answering the essential question “How do we unlock the mystery of China?”, students will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to handle short social interactions in everyday situations by asking and answering questions. Conversational Chinese and cultural topics including the tea ceremony, arts, and celebrations will be introduced to students through thematic language and culture units. (H, G)

CHINESE 4/ECE

Intermediate

(Full Year–1.00Credit)

3186 - Level 1

As part of answering the essential question “How do we unlock the mystery of travel?”, students will be able to participate in conversations on familiar topics using sentences and series of sentences. They will be able to handle short social

interactions in everyday situations. The course will explore a variety of topics such as geography and travel that will serve as a basis for oral discussion and analysis. Various technologies and multimedia will be used to refine students reading and writing skills. (H, G)

CHINESE 5/ECE

Intermediate

(Full Year - 1.00 Credit)

3187 – Level 1 (ECE)

As part of answering the essential question “Who are the Chinese?”, students will continue to build on their language skills, previously developed in the lower levels, demonstrating increased confidence and language proficiency in listening, speaking, reading, and writing. This course expands the students’ knowledge base with new and more complex language structures. Students will be able to participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. Various technologies and multimedia will be used to refine students’ reading and writing skills. Students taking this course may enroll in the UCONN ECE Program (see page 11). (H, G)

APCHINESE LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3188- Level 1 (ECE)

As part of answering the question “How am I transformed by the study of languages and culture?” students will be able to participate with ease and confidence in conversations on familiar topics. Students will be able to talk about events and experiences in various time frames with more details. They are expected to handle social interactions in everyday situations, even with occasional unexpected complications. Authentic materials from the Chinese speaking community in the world will be used to further develop language proficiency and critical thinking skills. An understanding of contemporary and historical Chinese culture is an important aspect of this course. Students taking this course may enroll in the UCONN ECE Program (see page 11). All students will be encouraged to prepare for the College Board’s Advanced Placement Examination in Chinese. (H, G)

RUSSIAN 1-2

Novice-Intermediate

(Full Year– 1.00Credit)

3100 - Level 1

As part of answering the essential questions “What is culture? What does foreign mean?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will also be able to present information about themselves and other familiar themes using memorized language. Students in this course study Russian in an accelerated fashion in order to advance to Russian 3 after two semesters of study. Students who might be eligible include those who have previously studied Russian, have studied another world language or speak another language at home. (H, G)

RUSSIAN 3

Intermediate

(Full Year 1.00Credit)

3110 - Level 1

Students will explore the theme “What happens when two cultures meet?”, speaking and writing about topics such as sports and hobbies, describing people, exchange programs, tourist sites, and weather and nature. Poetry, readings and listening will be included. Cultural topics will include climate in Russia, Siberia and its people, Alaska and its Russian history, and Russian foods. (H, G)

RUSSIAN 4

Intermediate

(Full Year - 1.00 Credit)

3120 - Level 1

As part of answering the essential question “Who are the Russians?”, students will be able to communicate in language necessary for survival in the target culture. They will be able to create with the language to express their own meaning, and ask and answer a wide variety of questions. They will be able to participate in a variety of social situations. Cultural topics include animals, Russian art, transportation, metro, and World War II. (H, G)

RUSSIAN 5

Intermediate

(Full Year - 1.00 Credit)

3130 - Level 1

As part of answering the essential questions “Who am I? and What is self-identity, in diverse societies?”, students will be able to participate in conversations necessary for survival in the target culture. They will be able to create with the language to express their own meaning. They will be able to ask and answer questions about a variety of topics, including those beyond themselves and their immediate surroundings. They will be able to describe and narrate simply on familiar topics. Cultural topics include the Cold War, commercials, immigration and housing. (H, G)

APRUSSIAN LANGUAGE 6

Intermediate-Advanced

(Full Year – 1.00 Credit)

3140 - Level 1

As part of answering the essential question. “How am I transformed by the study of Russian language and culture?”, students will be able to participate with ease in conversations on a variety of topics beyond themselves. They will be able to encouraged to prepare for the College Board’s Advanced Placement Examination in Spanish. describe and narrate with more detail on a variety of topics. They will be able to handle situations without complications and some situations with a complication. All students will be encouraged to prepare for ACTR’s NEWL AP exam in Russian. Cultural topics include the Russian education system, important documents, university life, technology, Pushkin and other poets, and family history. (H, G)

(H, G)

SPANISH 1-2

Novice

(Full Year-1.00Credit)

3200 - Level 1

Students will work towards answering the questions “Who am I? How does my world connect to the Spanish-speaking community?” This course is intended for students who would like to study Spanish in an accelerated fashion in order to advance to Spanish 3 after two semesters of study. Students who might be eligible include those who have previously studied Spanish, have studied another world language or speak another language at home. The course will be offered at a high achievement level. Upon successful completion students will be recommended to a Spanish 3 course. (H, G)

SPANISH 3

Intermediate

(Full Year-1.00 Credit)

3210 - Level 1

3510 - Level 2

As part of answering the essential question “What happens when cultures meet?”, students will be able to investigate and uncover the impact of the encounter between the pre-Columbian civilizations and the Europeans. Students in this course will also be able to communicate with others about familiar topics, as well as researching and presenting information on a wide variety of themes. (H, G)

SPANISH 4

Intermediate

(Full Year-1.00 Credit)

3220 - Level 1

3520 - Level 2

As part of answering the essential question “Who are the Spanish?”, students will be able to participate with ease and confidence in conversations about familiar topics. Students in this course will also be able to discuss events and experiences in various time frames, as well as handling social interactions. Students will also be able to research and present information on familiar topics. (H, G)

SPANISH 5

Intermediate

(Full Year-1.00 Credit)

3530 - Level 2

As part of answering the essential questions “Who am I?” and “What are the concepts of ‘self’ in Hispanic cultures and in

diverse societies?”, students will investigate and uncover the concept of “identity” in relationship to themselves and the Hispanic immigrant community through an exploration of various perspectives and the impact/contributions to U.S. society. They will be able to participate in conversations and debates about familiar topics, even when there is an unexpected complication. They will be able to construct presentations in various time frames that illustrate particular viewpoints. (H, G)

SPANISH 5/ECE

Intermediate

(Full Year-1.00Credit)

3230 - Level 1 (ECE)

As part of answering the essential questions “Who are we? What is self-identity especially in diverse societies?” students will identify and explain the diverse and interconnected histories of Latin America and the Caribbean's inhabitants, explore the concepts of self in these cultures, and describe the impact of the ties between the United States with the other nations of the Americas. They will be able to participate in conversations and debates about familiar topics, even when there are unexpected complications. They will be able to construct presentations in various time frames that illustrate particular viewpoints. Students taking this course may enroll in the UConn ECE program for the course, “Perspectives on Latin America and the Caribbean” (see page 11). Successful completion of two years of high school history are recommended to be eligible for ECE credit. (H, G)

SPANISH 6

Intermediate-Advanced

(Full Year – 1.00 Credit)

3540- Level 2

As part of answering the essential questions “How am I transformed by the study of language and culture? How do we use our study of language and culture to transform our world?”, students will explore current print, audio and visual media in the Spanish-speaking world. Students will be able to understand and communicate in all major time-frames with ease and confidence within personal, general and some abstract contexts. (H, G)

APSPANISH LANGUAGE 6/ECE

Intermediate-Advanced

(Full Year – 1.00 Credit)

3240 - Level 1 (ECE)

As part of answering the essential question “How am I transformed by the study of language and culture?”, students will explore current print, audio and visual media in the Spanish-speaking world. Students will be able to understand and produce paragraph-length discourse in all major time-frames with ease and confidence within personal, general and some abstract contexts. The AP Spanish Language and Culture course is structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students taking this course may enroll in the UConn ECE program (see page 11). All students are encouraged to prepare for the College Board’s Advanced Placement Examination in Spanish (H,G).

SPANISH I

Novice

(Full Year–1.00 Credit)

3550 - Level 2

As part of answering the essential question, “Who am I?”, students will be able to communicate on a limited number of familiar topics using single words and phrases that have been practiced and memorized. Students will also be able to use information to present about themselves. (H, G)

SPANISH II

Novice

(Full Year–1.00Credit)

3560 - Level 2

As part of answering the essential question “How are we part of our community?”, students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students will be able to present information about themselves and other familiar themes using memorized language. (H, G)

SPANISH III

Novice-Intermediate

(Full Year–1.00Credit)

3570 - Level 2

3571 - Level 2 (grade 9 only)

As part of answering the essential question “What happens when cultures meet?”, students will learn about the impact of the encounter between the pre-Columbian civilizations and the Europeans. Students will be able to participate in short social interactions and everyday situations, as well as be able to present basic information on familiar themes. (H, G)

SPANISH IV

Intermediate

(Full Year–1.00Credit)

3580 - Level 2

As part of answering the essential question “Who are the Spanish?”, students will be able to participate in simple conversations and answer questions on familiar topics. Students will be able to participate in short social interactions that include asking and answering questions, as well as presenting information on familiar themes. (H, G)

SPANISH V

Intermediate

(Full Year– 1.00 Credit)

3590 - Level 2

As part of, answering the essential questions “Who are we? What is self-identity especially in diverse societies?”, students will be able to participate in conversations about familiar topics, ask and answer a variety of questions, as well as describe themselves and their everyday lives. Students will also be able to share information on a wide variety of thematic

topics. (H, G)

SPANISH FOR SPANISH SPEAKERS

(Full Year–1.00 Credit)

3440 - Level 2

(Level 1 credit by agreement with teacher)

This course is intended for native or heritage speakers of Spanish or students who have had extensive immersion language experiences in Spanish. The course will create a bridge into the upper-level world language courses in Spanish. As part of answering the essential question, “How do language, culture, and personal experiences shape our identity as Spanish speakers?”, students will have experiences in developing their reading and writing skills in Spanish. Authentic materials such as newspapers, magazines, videos, and literature from the Spanish-speaking community in the United States, Latin America, and Spain will be used. Contemporary topics in the Spanish-speaking world will be covered.

ENGLISH FORMULTILINGUAL LEARNERS 1

Novice

(Full Year–1.00 Credit)

3930 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. This course offers an introduction to the English language and to American culture. (H, G)

ENGLISH FORMULTILINGUAL LEARNERS 2

Novice-Intermediate

(Full Year–1.00 Credit)

3940 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. Students will focus on intermediate coursework in English including listening, speaking, reading, writing, vocabulary and conventions of English, as well as American culture. (H, G)

ENGLISH FOR MULTILINGUAL LEARNERS 3

Intermediate

(Full Year–1.00Credit)

3950 - Level 2

As part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?”, students will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text, and conduct research. Students will engage in intermediate coursework in English with a greater emphasis on reading, writing, conventions of English, and vocabulary development. Students will also continue to learn about American culture. (H, G)

MULTILINGUAL LEARNER TUTORIAL

Novice-Intermediate

3990-(Half Year - 0.50 Credit)

3991-(Full Year - 1.00 Credit)

Students will complete work in content area classes and develop study skills with the support of Multilingual Learner staff, in collaboration with content instructors. Students will effectively prioritize tutorial time to study and complete assignments and assessments. Students will complete objectives for the day, and self-evaluate their effective use of time, responsibility, and

initiative in achieving their objective by using the “Daily Multilingual Learner Support Rubric”. Students must earn an average of “proficiency” in order to receive credit. Participation in Multilingual Learner Tutorial (every day/every other day/whole year/half year) will be determined by the Multilingual Learner Department. (H, G)

CAREER AND TECHNICAL EDUCATION PROGRAM

All courses provide opportunities for students to demonstrate all learning expectations.

COLLEGE CAREER PATHWAYS

Keyboarding and Computer Applications 1A

(Grades 10, 11, 12)

6320 – Level 2

Semester–0.50Credit)

Business Computer Applications

6340 – Level 2

(Grades 10, 11, 12)

(HalfYear–0.50Credit)

Prerequisite: Grade of B or better in English 9

Professional Cooking

(Grades 10, 11, 12)

7531 – Level 2

(Half Year – 0.50 Credit)

Prerequisite: Grade of C or better in Algebra I

Professional Baking

(Grades 10, 11, 12)

(HalfYear–0.50Credit)

7541-Level 2

Prerequisite: Grade of C or better in Algebra I

Students enrolled in these courses may apply for three semester hours of college credit for each course through Manchester Community College (MCC). Upon entering MCC, students will have elective credit that may also be transferred to other colleges. Prerequisites listed in this section are only for MCC credit, not to enroll in the course.

SPORTS

Glastonbury High School supports the concept that, along with a strong academic education, a student needs an equally strong social education. To encourage this goal, we provide a number of non-class time activities and events. School-wide and volunteer assemblies that deal with personal growth, health, drama, music, and career opportunities are presented throughout the school year.

Once the school day has ended, many opportunities exist for students to get involved in some sort of activity. The sports program offers numerous varsity sports for both boys and

girls. In addition, many of these sports have J.V. and freshmen teams. An intramural sports program is available for those students who do not have the time for a varsity sport. Glastonbury also provides students with clubs and organizations that range from academic to community volunteer programs.

It is Glastonbury High School's hope that students will participate in these co-curricular activities so that the students will have a better understanding of themselves and those around them

BOYS' SPORTS			GIRLS' SPORTS		
Fall	Winter	Spring	Fall	Winter	Spring
Cross Country	Basketball Varsity, J.V., F	Baseball Varsity, J.V., F	Cheerleading Varsity, J.V.	Cheerleading Varsity, J.V.	Golf V, J.V.
Football Varsity, J.V., F	Ice Hockey	Golf V, J.V.	Cross Country	Basketball Varsity, J.V., F	Lacrosse Varsity, J.V., F
Soccer Varsity, J.V., F	Indoor Track	Lacrosse Varsity, J.V.	Field Hockey Varsity, J.V., F	Gymnastics Varsity	Softball Varsity, J.V.
Crew V, JV, Novice	Ski Racing	Tennis	Soccer Varsity, J.V., F	Indoor Track	Tennis
	Swimming	Outdoor Track	Swimming	Ski Racing	Outdoor Track
	Wrestling Varsity, J.V.	Volleyball Varsity, J.V.	Volleyball Varsity, J.V., F	Ice Hockey Varsity (co-op)	
		Crew V, J.V., Novice	Crew V, J.V., Novice		Crew V, JV, Novice

INTERSCHOLASTIC ATHLETICS

All students are encouraged to participate in the interscholastic program. Thirty-three varsity sports are offered with numerous opportunities for sub-varsity experiences. Both boys' and girls' teams compete in the Central Connecticut Conference. Students should note that participation in sports is not a replacement for the regularly scheduled physical education program.

ATHLETIC TEAMS ELIGIBILITY

Please refer to the [Glastonbury High School Athletic Department Student-Athlete/Parent Handbook](#) for information regarding procedures, requirements, and policies related to student participation in the interscholastic athletic program at Glastonbury High School.

Student eligibility for Glastonbury High School athletic teams is controlled by the rules of eligibility adopted by the Connecticut Interscholastic Athletic Conference.

You are NOT eligible:

1. If you are not taking at least four (4) units of work
2. If you have not passed at least four (4) units at the end of the last marking period as of the official day grades are issued (four credits required in June to be eligible in September)
3. If you will reach the age of 20 during a given season.

4. If you have changed schools without a change of residence (for a period of 365 days in sport)

Exceptions maybe made via waiver form.*

5. If you play or practice with an outside team in the same sport while a member of the school team
6. —
7. If you play under an assumed name on an outside team
8. If you receive payment for participation in any athletic activity

* Consult your Principal or Athletic Director for other rules affecting athletic eligibility.

INTRAMURAL SPORTS

Many after school sports and activities are offered to all students on a seasonal basis. Some of the activities include weight training, badminton and ultimate Frisbee.

CLUBS

ACT

A.C.T is a group of students and adults whose aim is to promote **Acceptance, Community, and Tolerance** in our community. We work as a team to sponsor various activities to motivate and empower students to actively promote positive change and to foster the GHS Mission to “empower students to shape their lives and our world”.

ADVISORY

Advisory facilitators lead the GHS Advisory program alongside an assistant principal. An Advisory facilitator assists with all facets of the program including curriculum, advisor selection, lesson content, and leading committee meetings. Facilitators should be passionate about building a positive school climate and empowering students.

ARCHERY CLUB

The Archery Club allows students an opportunity to learn the basic skills of Archery via the use of school issued compound bows. Students will learn the importance of eye dominance and archery range safety all while shooting on an indoor archery range that will be set up in the GHS gymnasium. The club will meet in the Fall and then again in late spring

ART CLUB

Art Club members enjoy discussing art, looking at art and creating personal and club specific art pieces. Art related community service activities at GHS and in the Glastonbury community are also developed and carried out by club members. Activities and events change from year to year according to the interest of members. Art lovers of all levels of interest and ability are invited to join this club.

ASIAN CULTURE CLUB

Asian Culture Club is a place where students explore, share and appreciate the diversity and beauty of Asian cultures. It is a great place to meet new friends and enjoy fun and culturally enriching activities. Students will make Asian food, learn about different Asian cultures, discuss their current issues and find possible solutions, watch Asian culture movies, explore works of literature from Asian authors, and more!

ASTRONOMY CLUB

The astronomy club brings together students who want to know more about the universe they live in. We have a monthly meeting in which we plan a monthly event (planetarium visit, Observation night, etc.) and discuss a topic in Astronomy. All students are welcome to attend meetings and membership is required to attend the events.

BADMINTON CLUB

GHS Badminton club members enjoy the sport of Badminton. Members participate in recreational matches with their peers as well as school-wide tournaments. Select members also compete in interscholastic matches vs. area schools. All participants interested in the sport of Badminton are welcome to join.

BAKING FROM THE HEART

Baking from the Heart’s mission is to give back to the community. Students put on their aprons and continue their mission every other month. The goal is simple—bake delicious foods for people in need. Club members bake yummy treats like brownies and cookies during their bimonthly meetings. A local farm owner helps them by delivering their goods to local shelters like House of Bread in Hartford. The club empowers students to take leadership and do something that makes a difference to make the world a better place.

BEEKEEPERS CLUB

Join the Beekeepers club to learn about bees and beekeeping. We learn about bee behavior, inside and outside of the hive, bee anatomy, where honey comes from and what is going on inside the hive. We also discuss the role of beekeeper throughout the year. So, if you are interested in being a beekeeper one day, or just like talking about bees, com join our club.

BEST BUDDIES CLUB

The purpose of this club is to unite special needs students with their non-disabled peers through social activities in an informal setting. Students participate in monthly meetings, and have the opportunity to partner one-to-one with a buddy to develop an independent peer relationship. Best Buddies also offers students a unique opportunity to develop leadership skills. With the support of school faculty and Best Buddies staff, students lead and direct the chapter. All students are welcome!

BIGSIBLINGS

Big Siblings are volunteers from the junior and senior classes who do all they can to make ninth graders feel welcome at Glastonbury High School. Each spring juniors and seniors volunteer to spend time in the summer and fall acclimating freshmen to a larger facility, to a different schedule, and to new procedures. During the summer they write notes, make telephone calls, and sometimes treat little brothers and sisters to lunch. Many come in during Open House in August to function as guides to entire families. In short, the Big Siblings are a group of young people committed to making the transition to GHS a successful one for our freshmen.

BOWLING CLUB

The Bowling Club offers the opportunity for students to learn the basic skills of bowling. The Bowling Club will practice at an off-campus site during early spring. The club will meet 4-5 times during the months of Feb and March. Club meetings may consist of matches versus other High Schools. The culminating activity will be select members being invited to the CT State Open Bowling tournament in March.

CARE CLUB

Care Club is a group of students giving up some of their time to make books for children at CCMC, to brighten up their day. These books range from coloring books to picture books to holiday books, recipe books, and more! We hold meetings 1-2 times a month right after school, meeting at GHS and virtually. We supply most of the supplies and ask each member to commit to making 2-5 books throughout the school year.

CERAMICS CLUB

Ceramics club is a space for anyone and everyone who is interested in working with clay. In ceramics club we make space for people who want to learn new techniques, or practice their skills in ceramics. You don't need any prior experience or skills to join this club, just a positive attitude and a passion for creating.

CHESS CLUB

The Chess Club is a casual club that solves interesting puzzles, analyzes famous games and of course plays games. It meets weekly for open play. There is no formal membership structure and students can casually join us on any meeting to play some games against their classmates. The club is open to all ability levels.

CLASSICS CLUB

The Classics Club is for Latin and Greek students and anyone interested in ancient Roman and Greek history, culture, and language. The agenda depends on the interests of the members. "Olympic Games," a "Roman Banquet," and films may be included. Highlights of the year will be the celebration of Roman Saturnalia in winter and participation in State Latin and Greek Day in the spring.

CODE FOR THE FUTURE

Code for the Future focuses on exploring computer science through partaking in coding projects, leading community initiatives, and promoting representation and accessibility in the field. All levels of coding are welcome to join us as we collaborate to improve our skills, discuss issues in the field, and make a greater impact in the computer science field.

CODING CLUB

The GHS Coding Club meets twice a month to prepare for coding competitions throughout the year. We compete on the local, national and international level but are open to coders of all skill levels. We also work on interesting projects throughout the year in a variety of different languages. Join us to improve your coding and problem solving skills.

COMPUTER CLUB

The Computer Club provides opportunities for students to share their computer expertise and to explore many different aspects of technology. Activities may include field trips, speakers, workshops, and discussions on current issues related to computers. All students, including those with little to no computer experience, are invited to join this club.

COMPUTER SCIENCE HONOR SOCIETY

The GHS chapter of the Computer Science Honor Society (CSHS) is dedicated to fostering a vibrant community of students

passionate about computer science. This organization encourages enthusiasm for the discipline while honoring academic excellence and promoting meaningful service within the school and the broader community.

CRICKET CLUB

This is a club dedicated to playing Cricket, having fun and learning how to get better.

CROCHET CLUB

Crochet club is a community inspired club for all levels of crocheters from novice to advanced. Club members share patterns and techniques to create a variety of projects. Club leaders support the learning of club members through hands-on demos, video tutorials, and consultation. Our club aims to make products like mittens, hats, and scarves for donation.

CULTURAL DIVERSITY CLUB

Participation in the Cultural Diversity Club allows students from all cultural backgrounds the opportunity to meet with their peers to discuss issues such as race relations, gender equity, and religious tolerance. The club is responsible for planning workshops and activities throughout Black History Month as well as Cultural Diversity Day and our International Food Festival in April. Club members have the opportunity to participate in Connecticut Forum Student Board meetings. The club is open to anyone who would like to celebrate the different cultures of Glastonbury High School students.

CYBERPATRIOT CLUB

The Cyberpatriot Club is an organization of students, working to understand the principles of cybersecurity with the main objective of competing in the national Cyberpatriot competition. The goal of the competition is to secure a computer (Linux, Ubuntu, and Windows) from outside attacks. We meet once a week during the 1st semester only and participate in 3 competitions.

DEBATE CLUB

The Debate Club is affiliated with the Connecticut Debate Association (CDA). Club members participate in a number of CDA exempt tournaments throughout the year which are hosted by various high schools. The club is open to all students. The agenda and timing of meetings focuses around upcoming tournaments and learning the proper debate structure. Debate topics in the past have included human rights, health care, privacy /technology, environment, and justice.

DECA

DECA is a student organization with the goals of developing future leaders in Marketing, Management and Entrepreneurship & Hospitality. As a DECA member, students are able to "Make Their Mark" in a variety of exciting ways: develop leadership and business skills beyond what the classroom can provide; explore a variety of career fields, such as marketing, finance, entrepreneurship, hospitality & tourism,

and sports & entertainment; network with businesspeople who can influence career possibilities; be recognized locally and nationally in competitive events; expand your resume and build a college application that will put you at the top of anyone's list. DECA meets monthly and a second optional meeting for those participating or planning to participate in DECA competitions and events. DECA is open to all students at GHS.

DRAMA CLUB

The Glastonbury High School Drama Club is an organization that welcomes all students to contribute in various ways to the staging of two full productions per year (a fall play and spring musical). This club is student-driven, encouraging members to explore their creative passions and assume leadership positions with the guidance of faculty members. Our work encompasses all aspects of live theater production, including acting, singing, dancing, costume design, set design, building, set decor, props management, lighting/sound design, front of house management, hair/make-up design, set movement, stage management, special effects design, publicity, directing, and much more. The Drama Club also offers additional opportunities and stages other events that students can take part in, including theater workshops, club bonding events, a talent show, and a One-Act Festival. By being involved, students develop valuable life skills and share experiences that often define their high school careers. That development and shared experience is the primary purpose of drama club; however, as a reputable drama club in our community, we hold ourselves to high standards. We work tirelessly as one team to produce shows that are high-quality, engaging, thought-provoking, and entertaining.

DUNGEONS AND DRAGONS

Be a part of the greatest role-playing game of all time! In Dungeons and Dragons Club, students create a hero and role play in a fantasy world of their design. Students participate in student-led groups to tackle scenarios that pit them against monsters and mages, trolls and traps, with only their wits and their hard-earned skills to save them. Since players are put in mixed groupings, students meet new friends across classes and grade levels. This club fosters creativity, character-building, story-telling, ingenuity, camaraderie, and collaboration. The club meets once a week. The possibilities are limited only by your imagination.

E-SPORTS

E-sports offers students the opportunity to use their video game skills in competition. We participate in single player and multiplayer video games against teams from over 3000 schools. Students can participate in Fall, Winter, and Spring seasons.

FASHION AND SEWING CLUB

The Fashion is in association with the FCCLA - Family, Career and Community Leaders of America. This club is for those students who are interested in fashion, the fashion industry, the latest trends, and/or to learn how to sew and construct clothing and accessories. All levels are welcome. Advanced members can participate in the FCCLA Fashion Competitions.

FORENSIC CLUB

Forensic Science Club is a fun learning environment where students interested in forensics and criminology can explore their interests through various experiences such as experiments, videos, trivia, and demonstrations.

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)

The FCCLA Club is a club for students who are interested in cooking and increasing their knife, baking and cooking skills. The agenda depends on the interests of the members. The first meeting members brainstorm activities for the year. Examples of past and upcoming events are Mexican Feast, Farmers Market Senior Send Off, Cinnamon Swirl Bread, Classic Pho, Paella, Cream Puff Swans, Chocolate Cake with Ganache and Whipped Cream, Empty Bowls Fundraiser, King Arthur Bake Off Fundraiser, Chicken Fingers and French Fries.

FFA

The Glastonbury FFA is a co-curricular part of the Glastonbury Regional Agriscience and Technology program and is open to all students enrolled in these courses. The local chapter is associated with the Connecticut FFA Association and the National FFA Organization. The FFA strives to promote premier leadership, personal growth and career success among members. The Glastonbury FFA chapter holds monthly meetings as well as field trips to local agricultural events and businesses. Students have the opportunity to develop leadership skills by serving as officers, on committees, and attending leadership conferences. Additionally, members may participate in a variety of contests such as floriculture, floral design, landscaping, horse judging, safe tractor operation, public speaking, job interview, ag technology and mechanical systems, ag marketing, and veterinary science. Members conduct money making projects which fund students who participate in State and National activities. At the end of each year, the FFA sponsors an awards banquet to recognize the accomplishments of the chapter. All students taking Agriscience and Technology courses are strongly encouraged to become active members. All full time Agriscience students are required to be active FFA members.

FIRST ROBOTICS

FIRST (For Inspiration and Recognition of Science and Technology) is a national organization dedicated to inspiring students to create, design, and exhibit leadership as they prepare for and participate in fast-paced competitions.

The GHS FIRST Robotics team (consisting of students, teachers, engineer mentors, and parents) meets year round to organize, fund-raise, and learn engineering skills. The team focuses its intensity and effort during a six-week period beginning in January when the team's robot is designed, constructed, and tested in preparation for the New England Regional FIRST Robotics Competition.

FRENCH CLUB

“Le club de français” is open to all students who have an interest in French language and culture. At our monthly meetings, members enjoy celebrating French holidays with French food and music, interacting with other language clubs, watching a French movie, or planning future activities. These activities vary from year to year according to what the officers and members decide. Popular excursions include our trips to New York City along with visits to French restaurants, museums, and theaters. The club plays an integral part in welcoming our exchange students from Dinard, France.

GENDERS AND SEXUALITIES

ALLIANCES (GSA)

GSA is a support group of students and faculty working to educate and promote awareness of different sexualities and gender identities. The objectives are to provide a safe, secure, and open environment for all people; to make available educational resources and materials for all students; to discuss experiences and support each other; and to educate the Glastonbury community about homophobia and transphobia and work toward eliminating it.

GENT’S CHOIR

The GHS Men’s Choir meets one day a week after school for 45 minutes. The group primarily sings music in a popular style and performs two or three times a year as part of the major choir concerts. No audition is required. Any men who like to sing are welcome

GHS BOOK

The GHS Book Club is for all students interested in reading and talking about books. The goal of the club is to select a book and decide a reading time line.

GHS MORNINGSHOW

The GHS Morning Show is a student run club which meets every morning to broadcast the daily activities and events of interest. We use professional level technology to produce our show and create our content. A wide variety of student talent is needed to make a successful show and our members work hard both behind and in front of the camera to create a great show for GHS. This is a unique opportunity to learn about how a real TV studio operates.

GLASTONBURY YOUTH SYMPHONY

Glastonbury Youth Symphony is a music club open to students who play any of the band or orchestra instruments, and who want to experience playing with a Symphony Orchestra. We work on various styles of music and perform often in

Glastonbury and the surrounding communities. We rehearse weekly and are open to suggestions and arrangements from students within the group. Come and discover some new friends who love to play music as much as you do!

GUARDIAN GAZETTE (NEWSPAPER)

The Guardian Gazette is a student-run club dedicated to and responsible for all aspects of producing the school newspaper. From conceptualizing, writing, and photographing to planning, designing, and creating the final pages, students experience the joy of seeing their names in print while learning the skills and responsibilities of a journalist. Come to an editorial staff meeting to learn more about the club, help plan, and enjoy our club’s activities.

GUARDIAN STUDIOS

Guardian Studios is a student-run media club. We produce film, video, television, podcasts, and web media content. Students have the opportunity to use professional production equipment including the TV Broadcasting studio. We support students in all phases of pre-production, production, and post production. Our members have interests in screenwriting, acting, directing, videography, editing, storyboarding, and more.

HELPING HANDS

The Helping Hands of Glastonbury works to support and advocate for different initiatives and research tied to healthcare and wellness that are critical to our community. This club also focuses on helping all students improve their leadership and community skills. The club meets once a month. All students are welcome to join!

HOST CLUB

Each year approximately 20 freshman students are selected by staff to serve as HOST Club members throughout their high school career. HOSTs serve as leaders in the high school and assist at many GHS events. These events include; Freshman Orientation, Open House, College Fair, Career Fair and Graduation. In addition, HOST Club members serve as guides to new students entering the high school throughout the year. They may also be called upon by staff members to assist visitors at any time

HUMAN ANATOMY CLUB

The Human Anatomy Club is looking for enthusiastic anatomy loving students! This club is all about the study of the human body in a fun and relaxing environment. We will learn about topics ranging from neurology to cardiology to endocrinology. We are going to be playing many games such as Kahoots, Quizlet Live while also competing against one another in a quiz bowl style tournament. Lastly, we will introduce a regional competition which we may participate in this year!

INTERACT

Interact is a service club for high school students interested in using their talents, ideas, energy, and enthusiasm to improve their school and community and to promote international understanding and goodwill. Interact at Glastonbury High School will be sponsored by the Glastonbury Rotary Club. The GHS Interact Club will be run by the students with assistance and guidance from two faculty advisors and the Glastonbury Rotary Club.

JAZZBAND

Jazz Band is an extracurricular ensemble which studies and performs music in a variety of jazz styles. Rehearsals are typically Mondays from 6:00 - 8:00 PM. Preference for selection will be given to members of the GHS Band program, although pianists, guitarists and bass players not in band are encouraged to audition in September.

KEYCLUB

The Key Club is Glastonbury High School's largest student organization, comprising over 250 members who volunteer their free time to community service events. On average, the Key Club members volunteer over 1,000 service hours of each year to local events and organizations, as well as raise several thousand dollars for local charities.

KOREAN CLUB

Students will explore, learn, and experience Korean culture through various experiences biweekly—for instance, history, cultural practices, Korean traditional games, arts and crafts, cooking, and more.

LITERARY MAGAZINE

The magazine, “Thought’s Dominion”, affords students an outlet for their creative expression, particularly in writing. Poetry, short stories, and essays are most prominently featured, but photographs, drawings, and paintings are also solicited. Those working for the magazine gain experience with various aspects of the publication process.

MADRIGALS

GHS Madrigal-Chamber Choir is a vocal ensemble which performs madrigals and small choral works chosen mostly from the 16th and 17th centuries. The group’s 16-20 members are selected by audition from the music department’s choral classes. The ensemble rehearses two hours a week and performs at most major school concerts as well as extensively in the community. This choir has received several honors for performances at festivals and competitions.

MARINE AND ENVIRONMENTAL CLUB

The GHS Marine and Environmental Club is committed to exploring, enjoying and protecting nature. Members of this club promote the responsible use of the Earth’s resources. We strive to educate others to protect and restore the quality of nature. Activities may include hikes and nature walks, campus clean-ups, environmental activism, fundraising for environmental causes and promotion of greener living. Join us!

MATH TEAM

The GHS Math Team is affiliated with the Capitol Area Mathematics League. Monthly competitions involving thirty schools throughout Connecticut include both individual and team events. The team is open to all students with categories ranging from arithmetic to trigonometry.

MEDICAL LEADERS OF TOMORROW

Medical Leaders of Tomorrow is a club for any student who is interested in the medical field. MLT provides students with the opportunity to speak to members of the community who work in the medical field – not just doctors and nurses but EMTs, lab tech specialists etc. The club meets approximately once per month and has a variety of guest speakers.

MODEL CONGRESS

Model Congress is a public speaking and research-based club in which students write bills on and debate current issues impact the United States, both with club members and with other students across the country. During club meetings, we discuss important national issues, run mock simulations, and participate in public speaking games. We also attend local model congress events that bring together clubs from other schools.

MODEL UN CLUB

Model UN is a club where students take on the role of a delegate representing a country and debate pressing global issues, write resolutions to solve problems, and meet many amazing people. Students participate in a wide variety of simulations from local conferences such as CTWAC and Choate MUN, to multiple prestigious ones such as Princeton Model UN, Dartmouth Model UN, and Harvard Model UN. Students develop skills enabling them to compete amongst others on local, national, and international levels, frequently receiving awards and commendations such as Best Delegation. If you’re interested in global affairs, public speaking, and meeting people from across the world, Model UN is the place for you!

MU ALPHA THETA – MATH HONORS SOCIETY

Mu Alpha Theta is the National High School and Two-Year College Mathematics Honor Society with chapters at more than 1,500 schools. The society is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics among all students. Membership is available to students that have completed Algebra 2 and maintain a minimum grade while enrolled in an upper level math course. Members provide tutoring service in the GHS Math Lab, compete in international mathematics competitions, and participate in field trips and other events to stimulate growth in mathematics.

NATIONAL ART HONOR SOCIETY

The National Art Honors Society is an international program, dedicated to the recognition of exceptional art students who exhibit outstanding character, leadership, scholarship, and service in the visual arts. The Society offers artists a shared space for appreciation and growth as an artist through shared art experiences, camaraderie, and opportunities for leadership in the visual arts. Students must meet and maintain the academic requirements to join and will engage in art-based service-learning opportunities in the GHS and greater Glastonbury community

NATIONAL BUSINESS HONOR SOCIETY

The Glastonbury Chapter of the National Business Honor Society (NBHS), recognizes individuals who have demonstrated outstanding character, leadership skills, and academic achievement in business education courses.

Members explore and develop their interest in business while attaining ethical and social growth.

The NBHS's main objectives are to promote and recognize achievement in business education, recognize student leadership skills, and continue to develop character.

Website: <https://sites.google.com/glastonburyus.org/ghs-national-business-honor/home>

NATIONAL HONOR SOCIETY

Seniors and juniors are selected by the faculty because of their outstanding character, leadership, scholarship, and service. Members of the National Honor Society provide service to the school by such activities as tutoring other students.

PEER EDUCATION

The Peer Education group consists of 10th, 11th, and 12th graders who have a desire to help support their peers. They are trained in communication skills, relationships, and other important teen issues. Peer educators are not counselors; however they are trained to help students see better ways of coping with problems themselves. Peer Educators sponsors a variety of programs to help promote overall health, wellness and sense of community at GHS. Applications for Freshman and Sophomores are available in January.

PEER TUTORING CLUB

The Peer Tutoring Club gives students the opportunity to help fellow students with their studies on a one-to-one basis. Students can join the Peer Tutoring Club in Grades 10-12. Peer tutors enjoy working with other students to assist them in improving academic performance while becoming independent learners. Peer tutoring is a great way to give back to the Glastonbury school community!

POWDER PUFF

Powder Puff Flag Football Tournament - Powder Puff is a long-standing tradition here at GHS! The flag football game is played either in the fall or spring of the school year. Traditionally, the teams are made up juniors vs. the seniors. The students are involved as players, coaches and sideline cheerleaders. This event benefits the GHS Scholarship Fund.

QUILL AND SCROLL NHS

Quill & Scroll is a national honor society for students involved in school publications and/or productions. At GHS we acknowledge the efforts of our upperclassmen who have

contributed to our school newspaper, literary magazine, yearbook, or TV morning show. To be eligible, students must be juniors or seniors who have been identified and recommended by the advisers of the publications, who have at least a B average or are in the top third of their class, and who have been consistently and/or significantly involved in their publications or production. This unique honor society celebrates students not just for their academic standing but also for their creative efforts here at GHS.

RHO KAPPA: National Social Studies Honor Society

Rho Kappa Social Studies Honor Society is the only national organization for high school that recognizes excellence in the field of Social Studies. The society is dedicated to the promotion of historical scholarship and opportunities for exploration of history and the social sciences in our school and community. The society encourages interest in, the understanding of, and an appreciation for, the disciplines that comprise the Social Studies. Membership is reserved for those juniors and seniors who meet the established criteria for academic excellence. Members of the honor society commit to civic participation to support their school and community, and participate in a historical field study or other events that promote historical and social science learning.

ROAD GUARDIANS

In the Fall of 2014, Glastonbury High School was awarded one of five \$100,000 grants, with the support of the entire Glastonbury Community. Today, Be the Key is a club that works to promote safe teen driving for our students and community members. Events include sponsoring Distractology 101 and school and community educational events and programs. All interested students are invited to join this club. Our Mission and Vision are simple: *Working to keep teen drivers safe through education.*

ROCKETRY CLUB

The GHS Rocketry Club meets regularly to talk about rocket design and flight as well as techniques for building medium powered rockets. The club's main focus is to compete in the TARC Rocketry competition each year in the spring, with the goal of qualifying for the national competition in Washington, DC!

RUSSIAN CLUB

The Russian club is open to all students who have an interest in Russian language and culture. At our monthly meetings, members enjoy celebrating Russian holidays with Russian food and music, watching a Russian movie, or planning future activities. These activities vary from year to year according to what the officers and members decide. For example, club members have participated in Pumpkins for Patriots and International Night, while spearheading the GHS Ukrainian Humanitarian Aid Drive. The Russian club stands firmly with Ukraine and its people.

SCHOOL STORE

We are a student run school store and our goal is to provide students with an opportunity to learn about working in retail/business

SCIENCE BOWL

Science Bowl is a competitive Jeopardy-style quiz bowl competition where students compete to solve technical problems and answer questions in all branches of science, math and engineering. The team competes against other schools from New England and Eastern New York at a regional competition held at the University of Connecticut. Regional championship teams compete in a national event held annually in Washington D.C. In addition to the quiz bowl competition, the GHS Science Bowl Team enters a competition where students are required to build and race a model fuel-cell powered car. If you are interested in science and like to solve problems or build machines, the Science Bowl Team may be for you.

SCIENCE NATIONAL HONOR SOCIETY.

The Science National Honor Society encourages and recognizes scientific and intellectual thought, advances students' knowledge of classical and modern science, communicates with the scientific community, aids the civic community with its comprehension of science, and encourages students to participate in community service and encourages a dedication to the pursuit of scientific knowledge that benefits all humankind.

SCIENCE OLYMPIAD

The Science Olympiad team enters the CT Science Olympiad competition, typically held at the University of Connecticut at the end of March. Fifteen students form pairs or trios to contest 23 events representing a diverse range of science topics. Events vary from building and engineering challenges to written tests and laboratory practicals. The team will also enter practice competitions held at nearby universities or high schools.

SKI AND SNOWBOARD CLUB

The GHS Ski and Snowboard club will allow interested high school students to experience the thrill of learning to ski or snowboard, advance their existing skills, or simply enjoy an evening on the slopes with friends. The club sponsors day trips to local mountains and also to popular destinations in Vermont. You do not have to know how to ski or snowboard nor do you need to have your own equipment. Any student enrolled at GHS is welcome and all abilities from beginner to expert are encouraged to join.

SPANISH CLUB

The Spanish Club meets monthly and holds many activities throughout the year to allow GHS students to broaden their awareness of the Spanish-speaking world. We seek to increase our appreciation of all aspects of Hispanic cultures, including their art, music, food, dance, poetry, and film. Club members initiate and organize the activities each year, so the activities may be as diverse as celebrating a Hispanic holiday, holding a film festival, or cooking a traditional Peruvian meal.

STUDENT COUNCIL

Student Council offers students the opportunity to participate in social and service activities and to work with the school administration to promote school spirit and a supportive environment. Members plan community and school events such as dances, food drives and spirit days. The student council meets bi-monthly on Wednesday evenings. Students interested in joining the Council must submit an application.

TEAMSTEAM

TeamSTEAM is a club that empowers students to explore and pursue their interests in STEAM fields. Members learn how to promote gender equality within STEAM industries, attend interviews with current female STEAM professionals, explore current developments within STEAM, and gain clarity on their own STEAM passions to pursue in college and beyond.

UNIFIED BASKETBALL

Unified Sports is a registered program of Special Olympics that combines approximately equal numbers of athletes with and without intellectual disability on sports teams for training and competition. All Unified Sports players, both athletes and special partners, are of similar age and matched sport skill ability. Unified Sports teams are placed in competitive divisions based on their skill abilities, and range from training divisions (with a skill-learning focus) to high level competition.

UNIFIED THEATER

Unified Theater is a student-led program that brings students together to write, rehearse and perform an original theater piece. The goal for this club is to have students facilitate inclusion through the arts and to give all students the opportunity to learn from one another. The group includes students of all abilities, interests, and backgrounds and is flexible to different students' needs. All students are welcome to participate as actors, singers, dancers, writers, and technicians.

UNICEF CLUB

We are a club that advocates for and supports children across the globe!

US BIOLOGY OLYMPIAD

The USA Biolympiad (USABO) is a four-tiered competition that demands the very best of students in grades 9-12 in their biological concepts knowledge and laboratory research skills. The USABO stimulates students' intellectual curiosity and develops their critical thinking in laboratory skills and biological reasoning to propel them to excellence and leadership in science and technology. After a series of exams, the top four students nationwide will represent the USA at the International Biology Olympiad (IBO) as Team USA. The GHS USABO club welcomes any student who wishes to prepare for and participate in the qualifying exams.

US CHEMISTRY OLYMPIAD

The U.S. National Chemistry Olympiad (USNCO) program is a chemistry competition for high school students. The purpose of the competition is to stimulate young people to achieve excellence in chemistry. The American Chemical Society (ACS) has sponsored the program since 1984.

VOICES

Students that are involved in the Safe School Climate Committee work together with faculty, staff, and administration to support the implementation of the school climate initiatives. Throughout the school year the SSCC coordinates the implementation of the SSCC activities and helps to educate the school community regarding the school climate initiatives.

WEIGHTLIFTING CLUB

Looking for low key, stress free way to get in shape for the school year? Come to the Weight Room at GHS. No experience necessary.

WORLD LANGUAGE HONOR SOCIETIES

Glastonbury High School sponsors honor societies in Ancient Greek, Chinese, French, Latin, Russian, and Spanish. Eligibility is limited to sophomores, juniors, and seniors who have demonstrated academic excellence and are presently enrolled in levels 4, 5, 6, III, IV or V. Members of the Honor Society commit to provide a minimum of five (5) hours of community service, some of which may be providing language tutoring to other students. Full requirements for eligibility are located on the WLHS website.

YEARBOOK

Students participating in the yearbook club are responsible for producing the yearly Glastonbury High School Yearbook which is one of the area's largest and best-selling high school yearbooks. Students have the opportunity to take on varying roles and levels of responsibility including layout design, artwork, graphic design, copy editing, photography, reporting on features, business/sales, and even being a section editor or book editor. Producing the yearbook is one of the most rewarding experiences, you will have in high school knowing that you had a role in something that students will treasure for the rest of their lives.

Glastonbury High School Handbook 2024 – 2025



*Glastonbury High School inspires curiosity, cultivates learning,
and empowers students to shape their lives and our world.*

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Assistant Principal	Thomas H. Neagle, Ed.D.....	860-652-7200 x11032
Assistant Principal	Jeremy D. Gervais.....	860-652-7200 x11033
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Career Technical Education	Elizabeth Cole.....	860-652-7200 ext. 12002
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Welcome and Please Take Note

Welcome to our school community!

We will be updating this handbook to reflect the use of restorative practices. Consequences for challenging behaviors will vary according to the situation. Those listed in this handbook may not apply in some instances.

Mission

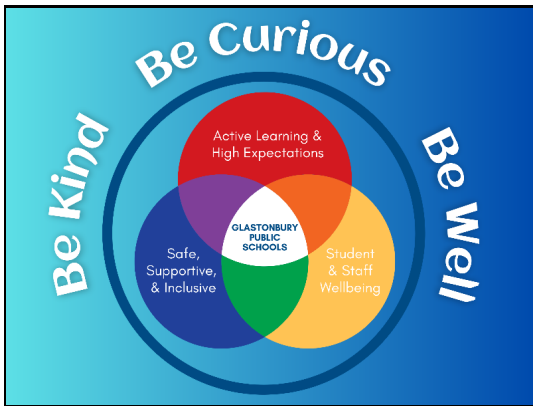
Glastonbury Public Schools empowers all students to be active learners and compassionate individuals who thrive in our global community.

Core Values

Be Kind. *We value and develop respectful, caring relationships within an inclusive school environment. We are committed to ensuring that every student feels that they belong, are understood, and are valued.*

Be Curious. *Curiosity is at the heart of learning. By nurturing students to be curious about others and the world around them, we lay the foundation for students to be active learners who pursue their individual goals, passions, and interests.*

Be Well. *We support our school community by being role models of healthy behavior and good decision-making. Social, emotional, and physical well-being are all important components of educating the whole child.*



Strategic Goals

Goal 1: Promote active learning and high expectations for all students.

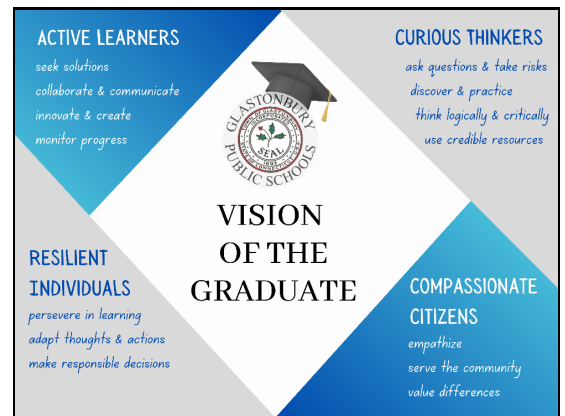
Goal 2: Provide safe, supportive, and inclusive learning environments.

Goal 3: Prioritize the health and well-being of students and staff.

Beliefs About Learning

We believe that:

- All students learn when they feel safe, included, respected, and valued by their community.
- All students need to feel challenged and supported to learn at high levels.
- Successful educators cultivate curiosity and joy in learning.
- Learning takes place in a cycle that includes goal setting, assessment, reflection, and feedback.
- Learning is most effective when there are multiple access points and opportunities for students to be advocates of their own learning.
- Students are engaged and empowered by choice and authentic learning experiences.



Glastonbury Public Schools

Non-Discrimination and Equal Opportunity Policy and Procedures

The Glastonbury Public Schools as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, veteran status, disability, or age. In addition, the Glastonbury Board of Education does not permit or condone discrimination based on race, creed, color, national origin, religion, marital status, veteran status, gender, sexual orientation, gender identity or expression, physical disability, or age in employment matters or assignment in programs or services provided. The Civil Rights compliance officers for the Glastonbury Public Schools have the responsibility to monitor compliance with this policy.

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) & Title IX (Equal Opportunity)– Tonya Claiborne, Director of Equity, Diversity and Inclusion, Glastonbury Public Schools, 628 Hebron Avenue, P.O. Box 191, Glastonbury, CT 06033-2361, Telephone: 860-652-7944, Email: ClaiborneT@Glastonburyus.org.

Section 504 (Rehabilitation Act)– Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971, Email: BrownK@Glastonburyus.org.

ADA (Americans with Disabilities Act)– Kimberly Brown, Administrator for Pupil Services, Eastbury School, 1389 Neipsic Road, Glastonbury, CT 06033-2361, Telephone: 860-652-7971, Email: BrownK@Glastonburyus.org.

Safety/OSHA– Dr. Kenneth Roy, Director of Environmental Health and Safety, Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033-2361, Telephone: 860-652-7200 ext. 12002, Email: RoyK@Glastonburyus.org.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the appropriate Civil Rights compliance officer. Forms can be obtained directly from the compliance officers. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. If you have additional questions, please feel free to contact any of the compliance officers. Safety questions and concerns should be directed to the building supervisor and the Safety Director.

GRIEVANCE PROCEDURE:

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, age, national origin, religion, gender, sexual orientation, gender identity or expression, disability, or marital status may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concern may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.

Core Values and Beliefs

Glastonbury High School inspires curiosity, cultivates learning,
and empowers students to shape their lives and our world.

Expectations For Student Learning

EXPECTATION SET #1

Glastonbury High School inspires curiosity and action

- Explore and honor individual intellectual interests and engage in inquiry.
- Source reliable information in order to broaden and challenge understandings, perspectives, and beliefs.
- Pursue life-long learning through discovery, inquiry, and practice.

EXPECTATION SET #2

Glastonbury High School cultivates learning

- Use multiple methods to communicate effectively with diverse audiences.
- Apply logic and critical thinking skills to make sense of authentic problems and persevere in solving them.
- Use instructional technology for innovation and with intentionality.
- Create and perform through innovation and collaboration across lines of difference.

EXPECTATION SET #3

Glastonbury High School empowers students to shape their lives and our world

- Contribute to a safe, supportive, and inclusive learning environment where equity and diversity, and the sense of belonging are intentionally messaged and prioritized.

- Promote social justice and demonstrate citizenship, integrity, respect, and value for others.
- Exhibit academic responsibility through perseverance and ownership of learning.

GHS STAFF ROSTER

Please access our school website, <https://www.glastonburyus.org> for GHS teacher contact information. All teachers can be emailed directly via the high school staff directory.

SCHOOL HOURS - SCHOOL DAY PATTERN

The school year and student schedules are divided into two semesters. With our block schedule, classes meet A, B, C, and D days. Most classes meet every other day, but physical education, health classes, and science labs meet once during each four-day rotation. Student schedules will indicate which classes meet on “Day A/B/C or D”. In the event of the cancellation of classes (e.g., inclement weather), classes will NOT be put off to the following day. (Example: Should “Day A” classes be cancelled on a Tuesday, a “Day B” class schedule will meet on Wednesday).

DAILY BELL SCHEDULE

REGULAR DAY SCHEDULE			HALF-DAY SCHEDULE		
Warning Bell		7:20 a.m.	Warning Bell		7:20 a.m.
Block 1 A/B/C/D	7:25 a.m. -	8:51 a.m.	Block 1 A/B/C/D	7:25 a.m. -	8:33 a.m.
Homeroom	8:55 a.m. -	9:03 a.m.	Homeroom	8:38 a.m. -	8:46 a.m.
Block 2 A/B/C/D	9:07 a.m. -	10:33 a.m.	Block 2 A/B/C/D	8:51 a.m. -	9:59 a.m.
Block 3 A/B/C/D	10:37 a.m. -	12:37 p.m.	Block 3 A/B/C/D	10:04 a.m.-	11:12 a.m.
Lunch waves:			<i>**Lunch waves are not held on early dismissal days. Bag lunches are available upon departure.</i>		
Wave 1:	10:37 a.m. -	11:07 a.m.			
Wave 2:	11:07 a.m. -	11:37 a.m.			
Wave 3:	11:37 a.m. -	12:07 p.m.			
Wave 4:	12:07 p.m. -	12:37 p.m.			
Block 4 A/B/C/D	12:40 p.m. -	2:06 p.m.	Block 4 A/B/C/D	11:17a.m. -	12:26 p.m.

TWO HOUR LATE OPENING		
Warning Bell		9:20 a.m.
Block 1 A/B/C/D	9:25 a.m. -	10:11 a.m.
Homeroom	10:15 a.m. -	10:23 a.m.
Block 2 A/B/C/D	10:27 a.m. -	11:13 a.m.
Block 3 A/B/C/D	11:17 a.m. -	1:17 p.m.
Lunch waves:		
Wave 1:	11:17 a.m.-	11:47 a.m.
Wave 2:	11:47 a.m.-	12:17 p.m.
Wave 3:	12:17 p.m.-	12:47 p.m.
Wave 4:	12:47 p.m.-	1:17 p.m.
Block 4 A/B/C/D	1:20 p.m. -	2:06 p.m.

SCHOOL CLOSINGS, DELAYS AND EARLY DISMISSALS

Glastonbury Public School closings, delayed openings, and early dismissals are announced as follows:

1. ParentSquare messages are sent to registered email addresses and phone numbers for early dismissals. We do not send phone calls for early morning inclement weather closings and delays.
2. Notice on the district home page of the website: www.glastonburyus.org.
3. Television Station announcements on Channels 3, 8, 61, and 30.
4. Radio Station announcements on WTIC (1080 AM & 96.5 FM), WRCH (100.5 FM) and WZMX (93.7 FM).

School closings are generally announced by 6:00 am. Early dismissals are announced as soon as possible. A standard school delay time in the morning of 120 minutes (2 hours) will occur for inclement weather. A standard early dismissal time of 90 minutes (1½ hours) will occur for inclement weather.

GHS 2-hour delay start time: 9:25 am.

GHS 90-minute early dismissal end time: 12:26 pm.

HEALTH OFFICE

It is very important to update any change in student health status with the school nurse in order to assure appropriate care. Each fall, families of returning students are asked to review and update all personal contact information and physician contact information. Be sure your child is comfortable with the persons you choose as emergency contacts. Updates may be emailed to InfoUpdate@glastonburyus.org anytime throughout the year. If a student is placed on medication at home, it is often a benefit to alert the school nurse. Confidentiality is always respected.

Administration of Medications Policy: In accordance with state and Board policy, medications may be administered in school only with written permission from an authorized prescriber (physician, dentist, advanced practice registered nurse, or physician’s assistant). This policy includes all prescription and over the counter medication such as Tylenol, ibuprofen, and cough medication. Medication permission forms are available in the school health office and on our Website. The medications must be in the labeled pharmacy container and delivered by a responsible adult directly to the school nurse. Children may **not** bring medications to school. If you have any questions regarding these procedures, please feel free to contact the school nurse.

Office Visits: Medical care is available to all students during school hours. Students are required to obtain a pass prior to visiting the health office. A pass will not be issued to students who “drop by” the health office between classes. When feeling ill, students must call home from the nurse’s office.

Screenings and Health Instruction: Vision, hearing, and postural screenings are conducted in kindergarten through grade twelve according to state guidelines. Should any deviations from the accepted norms be discovered, parents and guardians will be informed.

Physical Exam Requirements: Completed health forms should be submitted to the school health office.

- **Prior to entering 11th grade**— We accept any physical completed after the end of 8th grade [June 30th] and up to the beginning of 11th grade. Any student who is not in compliance with this state mandate will not receive their schedule over the summer for their junior school year.
- **Coming from a school within Connecticut**—We accept a copy of the most recent physical examination.
- **Coming from a different state or country**—We accept a copy of a physical exam dated within 1 year prior to entry into the Glastonbury School district. The exam must be completed by a U.S. physician.

Immunizations: The State of Connecticut Health Assessment Record form includes a detailed description of all immunization requirements for newly enrolled students at Connecticut Schools.

Insurance: It is the responsibility of parents/guardians to provide health insurance coverage for their children. The Glastonbury Board of Education does not indemnify parents/guardians who do not have insurance coverage for their children. Student accident insurance is offered to all parents at a modest cost. This can be found on the district website under “District Information,” “Central Operations.” The Glastonbury Board of Education approves the offering of student accident insurance, but it does not act as agent, administrator, or arbitrator should a dispute or claim arise.

PARENT TEACHER STUDENT ORGANIZATION (PTSO)

The Glastonbury PTSO is a district-wide network linking parents/guardians and educators to further the education and development of children. PTSO membership includes representatives from each of the nine schools in our district, as well as local magnet schools. Membership is comprised of PTO leadership, parent/guardian representatives, teachers, students, administrative and Board of Education representatives. Meetings are held monthly and are open to the public. Please visit the PTSO website on the district website (under “Parents”) for more information.

SCHOOL SECURITY and VISITOR PROCEDURES

The Glastonbury Public School system takes many measures to be sure our schools are secure. We understand that increased security may mean inconvenience and extra planning, and we thank everyone for their cooperation and understanding. Please become familiar with all of our security procedures:

School Entrance: Our school entrances will be locked once the school day begins. Security personnel and custodians will check these several times each school day.

Visiting the School: We carefully monitor community traffic entering our schools during school hours. Pre-arranged visits to school such as PPTs, conferences with teachers, pre-arranged volunteer visits, attendance at school-wide events, professional meetings, and picking up a sick child are all valid reasons to visit our schools. If you have a planned visit, you must be prepared to show a photo ID to be let into school, sign in, and wear a visitor’s badge. You also need to sign out upon leaving. We do not allow “drop in” visits or unnecessary visits. This would include having lunch with a student, unannounced visits to classrooms, or walking a student to a classroom.

At all grade levels, dropping off forgotten items is highly discouraged. Please continue to work with your child to prepare for school the night before with their homework, sneakers, boots, instruments, snacks, etc. packed for the day. If you need to bring in items, they will be left at the item drop-off table outside the entrance and later picked up by your child.

Student Drop-off and Pick-Up Area: Parents or guardians who drop off or pick up their students by car must use driveway “D” and the parking lot next to the gymnasium. Driveway “B” leads to the school’s main entrance and it will be closed to the driving public between the hours of 6:45-7:30 a.m. and 1:30-2:15 p.m. For safety reasons, driveway “B” is reserved for school van and bus use only during these times. Drivers should also take caution to observe posted regulations restricting vehicles from stopping on Hubbard Street and in fire lanes located on school premises.

Dangerous Instruments/Weapons: In order to ensure a safe school environment, all children must refrain from bringing in objects that could potentially cause harm to another individual. This could include weapons such as knives (including pocketknives), guns or facsimiles, slingshots, pepper spray, etc., or other items that could be considered of a dangerous nature. Dangerous weapons are prohibited and all infractions will be handled firmly by school administration with consequences that could result in suspension or possible expulsion. Appropriate disciplinary action will be taken in accordance with the Board Policy 5114, Student Discipline/Exclusion (section 26.0).

Safety Drills: We are required to hold several fire and lockdown drills during the year. These drills provide an opportunity to practice emergency procedures in a safe, orderly manner. Students are to remain silent and follow staff directions. Visitors, including parents and guardians, must also follow all safety procedures. At times, town or district personnel will monitor the effectiveness of the drill.

Security Cameras: For the safety of children and of the school grounds, security cameras are in use on the premises.

STUDENT CONTACT and DEMOGRAPHIC INFORMATION

It is critical that the school system has accurate contact information for your child. Each fall, families of returning students are asked to review and update all personal contact and demographic information and to acknowledge school policies and procedures. If changes in email addresses or texting numbers occur during the school year, parent/guardians should email the changes to InfoUpdate@glastonburyus.org for instructions on how to make those updates.

Changes to primary contacts or physical address require contact with the district registrar.

SCHOOL COMMUNICATION - What a Parent/Guardian Can Expect

Regular communication with parents and guardians is one of the keys to student success at Glastonbury Public Schools (GPS). Resources such as ParentSquare, our website, school newsletters, and PowerSchool enhance our ability to communicate effectively. We strive to provide quality communications that are consistent, efficient, effective, and both environmentally and budget-friendly. Below is an outline of our school system's many communication methods. We have also included a list of steps parents and guardians can take to stay informed.

District Information

- [School Report](#), a newsletter prepared by the Superintendent and Board of Education, is mailed to all Glastonbury residents quarterly.
- The [GPS home page](#) of our website contains district announcements, calendar items, and other resources. School closings and delays are also posted on the home page. From this home page you can access websites for each school and department, Board of Education information, parent resources, and an "[Ask the Superintendent](#)" blog.
- [ParentSquare](#) is used to send home both emergency and routine district-wide information.
- Letters are mailed to families and hard copy communications are distributed occasionally as needed.
- Board of Education meetings are televised on Cox Cable Channel 16. The Town of Glastonbury also [streams the meetings live and posts videos of past meetings](#).
- Local and regional media (*The Glastonbury Citizen*, *Glastonbury Life*, *Hartford Courant*, and sometimes the local news) cover school system stories of interest.

School Information

- Parent Nights are scheduled at the beginning of each school year at each school.
- School orientations for parents/guardians of students entering the secondary schools are scheduled in the late winter/spring each year.
- School handbooks are posted on each school's website and the link is sent to families annually.
- Glastonbury High School emails their newsletter every other month. Those without email access can request hard copies be sent home. Newsletters include information on events, meetings, volunteer opportunities, specials, health office, sports, and PTO/Parent Group news.
- [School websites](#) include school contact information, calendars, announcements, school procedures, schedules, school handbooks, and access to websites for the library and PTOs/parent groups.
- [ParentSquare](#) is used to send home both emergency and routine school information. PTOs and parent groups work closely with principals to communicate electronically as well.
- Letters are mailed to parents/guardians and hard-copy communications are distributed occasionally as needed.
- School principals and school offices call families directly when needed.

Classroom Information

- Teachers use [ParentSquare](#) to post and send direct messages to families. Teachers call parents directly when needed.

- Teachers use the online apps SeeSaw (Grades K–5) and Google Classroom (Grades 6–12) for curriculum work. Students can log in to those online resources to access assignments, resources, etc.
- Grades are posted on the [PowerSchool Portal](#). Secondary school students and parents can also access attendance information through the [PowerSchool Portal](#) on the internet. Usernames and passwords are sent to each family.
- Teachers occasionally send class information and updates via email and hard copy flyers.
- Secondary school teacher and counselor conferences are scheduled by request.
- [Report cards](#) are distributed throughout the year. Distribution dates can be found on the website.

Families--What you can do to stay informed:

- ✓ **Make sure you are registered with ParentSquare. Download the app and set your notification and language preferences. Email InfoUpdate@Glastonburyus.org with account questions.**
- ✓ **Familiarize yourself with the district and school websites. Bookmark them for easy access and visit them regularly.**
- ✓ **Set up your account on the PowerSchool Portal to view grades (all schools) and attendance information (GHS, SMS, and GWS only).**
- ✓ **Read school and district newsletters.**
- ✓ **Attend open houses, school orientations, and parent conferences.**
- ✓ **Attend PTO/Parent Group meetings.**
- ✓ **Follow Board of Education activities. Attendance at board meetings is welcome and encouraged. [Board agenda and minutes](#) are posted on the website. Meetings are aired on local television, live-streamed, and posted as videos.**
- ✓ **Never hesitate to reach out with concerns. See this [guide to addressing concerns](#) if you are not sure who to contact.**

SCHOOL LUNCH

School lunch for the 2024-2025 school year costs \$3.50. Milk only costs 50 cents.

FREE or REDUCED MEALS

Any student/family who fits the income guidelines is eligible to complete the Free/Reduced Meals application. Additional benefits and discounts are provided through the application such as fees for testing, local sports, etc. Please visit the [Food Services](#) website for information on menus, payment options, and the free and reduced meals program. For more information, please visit the website or call the Food Services Department at 860-652-7949.

GIFTS and FAVORS

The Town of Glastonbury Code of Ethics, Section 2-62, [Gifts and Favors](#), states, “No Official, Employee or Consultant or any member of his/her Immediate Family, nor any Agency, Employee organization or group of Employees shall solicit or accept any Valuable Gift, whether in the form of a service, a loan, a material thing or a promise, from any person or entity who or which is interested directly or indirectly in any business transaction or pending matter that is within the purview or such prospective recipient’s official responsibilities ...” A valuable gift is defined as “a gift of more than \$50.00 in value. A Valuable Gift includes, but is not limited to entertainment, food, beverage, travel, and lodging to the extent that the gift value exceeds \$50.00 from any one occasion, and \$100.00 total in any one year from the same person, as well as loans that are not commercially reasonable.”

Valuable Gifts do not include: political contributions, any gift regardless of value from a family member, certificates, plaques, or other ceremonial awards costing less than \$50.00 and honorary degrees and a meal, ticket, beverages, and lodging costing less than or equal to \$50.00, but only if the total of all such gifts from a particular person does not exceed \$100.00 in any one year.

In addition, The Board of Education Policy 1314, Gifts to School Personnel/School indicates that staff is to discourage the solicitation of funds from students as a class or group gift to an individual staff member. Expression of gratitude and appreciation may more appropriately be expressed in a note or a school donation, e.g. books to the library, plantings, and athletic equipment.

TECHNOLOGY USE

Internet and technology access is an integral component of instruction and learning in our school system. Students are expected to interact with technology in a responsible and appropriate manner as spelled out in Board of Education policies 6141.2 and 6141.3. Students violating any of these policies face disciplinary actions ranging from loss of privileges up to an including suspension/expulsion from school.

MEDIA CONSENT

Glastonbury Public Schools is proud to promote the success of its students, staff, and programs. Throughout the year, students are highlighted as we share school activities and achievements via photos, videos, audio recordings, school work samples, etc. **Students may be featured in a variety of media without prior notification of parents/guardians**, including but not limited to yearbooks, slideshows, school and community newsletters, displays, newspapers, and websites. Under the supervision of certified teachers, student teachers/interns may also videotape class lessons.

However, we require parent/guardian permission in order to identify children by name in public media. Prior to the start of the school year, through the Student Information Update system, parents and guardians will be able to indicate if they consent to the use of their child's name in public media such as newspapers, websites, etc.

GHS VOICES (Safe School Climate Committee)

GHS VOICES (Vision of Inclusivity, Community, and Equity in our School) is our **Safe School Climate Committee** that oversees the development of activities to teach, reinforce and increase visibility of behavioral expectations as well as to improve school spirit. Our **Grace & Grit** logo represents the characteristics GHS students are expected to demonstrate: **RESPECT, PERSONAL RESPONSIBILITY, DETERMINATION and HARD WORK.**



1.0 ACADEMIC INFORMATION

1.1 Class Rank

Class rank will no longer be calculated or reported by Glastonbury High School to colleges/universities for application purposes.

1.2 Diploma Requirements

As set by the state legislature and the Glastonbury Board of Education, a student must earn a minimum of 25 credits in the following areas:

Humanities: 9 credits (Including Civics and Art)	
English	4 credits
History/Social Science	3 credits*
Fine Arts	1 credit
Elective	1 credit

Science, Technology, Engineering & Mathematics: 9 credits

Math 3 credits
Science 3 credits**
STEM Elective 3 credits***

Wellness: 2 credits

Physical Education 1 credit
Health/Physical Education 1 credit

World Languages: 1 credit

Mastery Experience: 1 credit

Electives: 3 credits

*All students must earn ½ credit in Modern World History I and ½ credit in Modern World History II. They must also earn 1 credit in a U.S. History or an American Studies Course and 1 credit in Civics/Current Issues.

**All students must successfully complete 1 credit in a life science and 1 credit in a physical science.

***STEM electives could include additional math and science classes.

1. In addition to required courses, all students must meet our learning expectations, as described in the Program of Studies (page 6) booklet.
2. Courses taken at the middle school may not be used to meet the minimum requirements for a diploma or any minimum credit requirement necessary to advance from one grade to the next. Algebra and World Language taken in middle school will be recorded on the student's transcript with the year-end grade, but no high school credit will be granted.
3. Every student is required to carry a minimum program of six credits unless special permission is granted by a principal.
4. Students who wish to complete the requirements of a diploma in less than four years of high school may do so by making special provisions with the principal to meet all the requirements for the diploma as listed above. Arrangements must be made prior to the end of the student's sophomore year.

1.3 Grading Scale

The following numerical grades equate to the GHS report card and transcript grading scale:

	A = 93+	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
	F < 60%	

1.4 Honor Roll

The following criteria have been established for determining honor roll and high honor roll status for Glastonbury High School.

1. A 3.00 Grade Point Average (GPA) or better entitles a student to honor roll status provided that no grade received is lower than a "C-" in any one course, including physical education, and all class work has been completed.
2. A 3.75 Grade Point Average (GPA) or better entitles a student to high honor roll status provided that no grade is lower than a C-, including physical education, and all class work has been completed.
3. High Honor Roll and Honor Roll listings will be published at the end of each quarter.
4. Students who attend the GPS alternate program are not eligible.

1.5 Faculty Scholar/Academic Honors

Graduating seniors with a GPA of 3.75 or better will be listed in the graduation program as Faculty Scholars. Those with a GPA of 3.0-3.75 will be designated in the program as receiving Academic

Honors. Students who receive a 4.75 GPA or higher after the third quarter of senior year will be recognized during graduation and students who receive a 4.6 GPA or higher after the third quarter of senior year will be recognized for the newspaper.

1.6 Computing Grade Point Average (GPA)

In order to compute a student's grade point average, each quarter grade is given a numerical value: A = 4, A- = 3.67, B+ = 3.34, B = 3, B- = 2.67, C+ = 2.34, C = 2, C- = 1.67, D+ = 1.34, D = 1, D- = .67, and F = 0.

Level 1 courses (designated in the course title) are given an additional point for each grade: A = 5, A- = 4.67, B+ = 4.34, B = 4, B- = 3.67, C+ = 3.34, C = 3, C- = 2.67, D+ = 2.34, D = 2, D- = 1.67, and F = 0

Grade point average is a mathematical averaging process. The formula is:

$$\text{GPA} = \frac{\text{The Value of the Grades}}{\text{The Weight of Grades}}$$

Every quarter grade has a weight of 1.00 and every quarter grade has a value as listed above. The exceptions are Science Lab courses, Physical Education and Health courses meeting two or three days a week, and double period Technology Education courses. In these cases, the course weight (dividing factor) is determined by the credits for the course. Therefore, the course weight is 1.5 for Science Lab courses, .5 for PE and Health. Grade values for these courses are multiplied by the same factor.

Sample Calculations:

Student X

<u>Code</u>	<u>Subject</u>	<u>Grade</u>	<u>Weight</u>	<u>Value</u>
111	English 1 Level 1	A	1.0	5.0
432	Geometry A	B	1.0	3.0
541	Biology	B	1.5	4.5
321	Spanish 3 Level 1	A	1.0	5.0
731	Symphonic Band	A	1.0	4.0
251	Modern World History	B	1.0	3.0
041	Physical Education	B	<u>0.5</u>	<u>1.5</u>
			7.0	26.0

$$\text{GPA} = \frac{\text{Value of Grades}}{\text{Weights}} = \frac{26.0}{7.0} = 3.714$$

Student Y

<u>Code</u>	<u>Subject</u>	<u>Grade</u>	<u>Weight</u>	<u>Value</u>
149	Modern Literature	B	1.0	3.0
748	Construction Tech	B	2.0	6.0
233	U.S. History	B	1.0	3.0
432	Geometry A	C	1.0	2.0
041	Physical Education	A	<u>.5</u>	<u>2.0</u>
			5.5	16.0

$$\text{GPA} = 16.0 / 5.5 = 2.900$$

To calculate career G.P.A., repeat the process above for each set of quarter grades that a student earns. For students who transfer to Glastonbury from another school, where only final grades are available, there is a compensating adjustment in the process of computing G.P.A. Each "final" grade value and associated weight is multiplied by a factor of 4, thus keeping the calculations consistent with computations involving quarter grades.

Transfer Student Process:

1. Transfer students new to GHS will have those courses from the previous school listed on the Glastonbury transcript. Transfer credits will be determined and awarded for those courses that align with our credit system. Grade point average (GPA) will be computed based on the student's course work and grade from previous school(s) and Glastonbury High School.
*Religion Courses that study religious beliefs, behaviors and institution are not transferred in or recognized on a GHS transcript.
2. When a student enrolls at GHS after a quarter has begun, that student's grade earned in the sending school/program will be given to the current GHS teacher if the student is placed in a corresponding class. That grade will be factored in with the student's work in his or her classes at GHS.
3. When a student enters from a school that requires them to participate in an after-school sport, that required participation will be transferred in as .50 credit and denoted on a GHS transcript as a "P". This .50 credit will be counted as a Physical Education credit toward GHS graduation requirements.
4. A transfer student's GHS transcript is noted with the name of the previous school that the student attended.

1.7 Pass/Fail

Students who take a course on a Pass/Fail basis receive a grade of "P" or "F." The "P" grades do not enter into GPA calculations.

1.7.1 Pass/Fail Option

This option is for seniors whose reasons for taking a course are based on its content rather than on achievement of a grade and for students who would like to take difficult or exploratory courses without risk to their G.P.A. (provided the course is passed). The following conditions must be met in order to participate:

1. A student must be a senior.
2. No course that is to be used as a "Requirement for a Diploma" may be chosen on a pass/fail option.
3. Seniors may elect one full year or two semester courses (one each semester) on a pass/fail basis.
4. The decision to participate in a selected course on a pass/fail basis must be made prior to **Monday, October 28, 2024** for a first semester or full year course, and before **Monday, March 24, 2025** for a second semester course. Students taking the pass/fail option are not exempted from the final exam. The Principal and the appropriate director may make exceptions to these deadlines in rare instances.

1.8 Promotion To The Next Grade

1. To become a sophomore, a student must have earned a minimum of **four** units of credit.
2. To become a junior, a student must have earned a minimum of **eleven** units of credit.
3. To become a senior, a student must be **scheduled to meet** all requirements for graduation.

Students who start the school year in a particular grade will retain that same grade level status throughout the entire school year regardless of the number of additional credits earned during that year. Students are not eligible for any privileges or activities designated to another grade level for the duration of the school year. The one exception is for the student who achieves senior level status in the second semester of an academic school year in order to graduate early during that same school year. Any student in this situation may attend the senior ball and senior picnic.

1.9 Withdrawal From A Course

It is assumed that students carefully planned their course of studies in the preceding spring with the aid of counselors, parents/guardians, and teachers. Once school begins, both student and staff schedules have been set and program offerings established for the year. If a student finds his/her schedule overloaded, he/she may request to drop a course(s) under the following guidelines:

1.10 Course Drop

1. Students must be carrying six and a half (6½) credits or more in order to drop a course, and may not drop below six (6) credits.
2. Students must obtain advice and the drop form from their counselors. After obtaining the proper signatures and approval, the student must return the text book(s) to the school counselor before the course is officially dropped.
3. A course may be dropped without penalty*:
 - a. Before Wednesday, November 27, 2024 for a full year course.
 - b. Before Wednesday, November 27, 2024 for a first semester course.
 - c. Before Monday, April 21, 2025 for a second semester course.
4. Students who withdraw from a course after the above-mentioned dates will receive an "F" for all remaining quarters and the final grade.
5. **Students will remain in courses until the counselor or an administrator notifies them officially of the drop. FAILURE TO DO SO WILL RESULT IN DISCIPLINARY ACTION FOR CLASS CUTTING.**

*Although the quarter grade is removed from the student's record, a course not dropped before the close of the marking period will appear on the report card and the grade included in the student's GPA will affect the honor roll status. This grade could be part of the senior's transcript sent to colleges.

1.11 Sixth Credit Drop

1. All students are required to carry a minimum of six credits per year.
2. It is possible for a student to drop or change a sixth course without penalty if the teacher and administrators feel the student has tried to succeed but the course content is too difficult for that student.
3. Petitions to drop a sixth course may be obtained from the student's school counselor.
4. Students who withdraw from a course that is a 6th credit course will receive a penalty of a "F" for all remaining quarters and the final grade.
5. **Students will remain in courses until the counselor or an administrator of the drop notifies them officially. FAILURE TO DO SO WILL RESULT IN DISCIPLINARY ACTION FOR CLASS CUTTING.**

2.0 ACCIDENTS

2.1 Accidents and Illness

If a student becomes injured or ill during the school day, or is involved in a motor vehicle accident on the way or while at GHS, he/she must report to the nurse's office. The nurse can give immediate assistance and has quick access to emergency services. A pass from the nurse is the only acceptable excuse for classes missed due to illness that occurs during the day. In the event that it becomes necessary to dismiss a student from school for medical reasons, a parent/guardian will be informed and asked to pick up the student. **Students may not sign themselves out or unilaterally decide to leave school grounds because of illness.**

2.2 Accident Insurance

Accident insurance is available to all students on a group fee basis. Information regarding specific coverage is published in September. Students participating in interscholastic sports are automatically covered under the school's athletic insurance program and need not purchase student accident coverage. The sports insurance program, however, does not cover any medical expense that is paid or payable under any other insurance policy. Therefore, a family's regular insurance (Anthem Blue Cross/Blue Shield, etc.) will cover the student-athlete initially and the school's insurance will take effect when the individual's insurance does not apply or cover the situation.

3.0 ACTIVITIES

The 2024-2025 Activity Calendar lists important dates and activities throughout the school year. The Activity Calendar is available on our website.

3.1 Student Participation

All students are encouraged to participate in some activity in which they have an interest. Participation in extra-curricular activities has been linked to greater academic achievement and better school attendance. If a group of students desires to participate in a worthwhile activity that is not yet offered, they should seek a faculty advisor and receive authorization from the administration to establish the club.

3.2 Student Activities and Advisors, 2024-2025

Senior Class (Class of 2025)	Ms. Cleary, Ms. Taverne
Junior Class (Class of 2026)	Ms. Caplette, Mr. Wildman
Sophomore Class (Class of 2027)	Ms. Lang, Ms. Demaio, J.
Freshman Class (Class of 2028)	Ms. Ware, Ms. Mattioli, Ms. Brown
ACT	Ms. Donahue, Ms. Lang
Advisory	Ms. Howard, Ms. Vemuri
Archery Club	Mr. Daniels
Art Club	Ms. Gaivoto
Asian Cultural Club	Ms. Li
Astronomy Club	Mr. Ager
Badminton Club	Mr. Dursin, Mr. Sanderson
Baking from the Heart	Ms. DeBlois
Beekeeper's Club	Mr. Nielson
Best Buddies	Ms. Cleary, Ms. Daigle
Big Siblings	Dr. Neagle, Ms. Gacek
Bowling	Mr. Daniels
Care Club	Ms. Burnham, Ms. Hallowell
Ceramics Club	Ms. Poleman
Chess Club	Mr. Mouradov
Classics Club	Mr. Meyer, Ms. Pascetta
Coding Club	Mr. Mouradov
Computer Club	Mr. Leisten, Mr. Nielson
Computer Science Honor Society	Ms. Hallowell, Ms. Lang
Cricket Club	Mr. Nicastro
Crochet Club	Ms. Gustafson
Cultural Diversity Club	Mr. Wildman, Ms. Clarke-Bligh
Cyber Patriot Club	Ms. Hallowell, Ms. Burnham
Debate Club	Ms. Rockholz, Ms. Rooney
DECA Business Club	Ms. de Koning, Mr. Girouard
Drama Club	Dr. Campbell, Mr. Thorn
Dungeons and Dragons	Ms. Pascetta, Dr. Pearsall
E-Sports	Mr. McDonald
Family, Career & Community Leaders of America	Ms. DeBlois
Fashion and Sewing Club	Ms. Morrone
FFA	Ms. Pantazis, Ms. Tyler, Ms. DeLucia, Ms. Gilbert
First Robotics Club	Ms. Burnham, Mr. Sparks

Forensic Club	Ms. Carbone
French Club	Mr. Galvez, Ms. Kabulis
French Exchange Club	Mr. Minnick, Ms. Perraud
Future Educators of Diversity	TBD
Gent's Choir	Dr. Nash
GHS Morning News	Mr. Thorn, Mr. Grohs
Glastonbury Youth Symphony	Dr. Campbell
GSA (Gay and Straight Alliance)	Mr. Nicastro
Guardian Studios	Mr. Merisotis
Helping Hands	Ms. de Koning
Host Club	Ms. Lamberson
Human Anatomy Club	Mr. Ager
Interact	Ms. Carbone, Ms. Rodrigues
Jazz Band	Ms. Howard
Key Club	Mr. Kistner, Mr. Morrison, Ms. Taverne
Korean Club	Ms. Rodriguez
Literary Magazine	Mr. Sanderson, Ms. DeMaio
Madrigals	Dr. Nash
Marine & Environmental Club	Ms. Rodrigues
Math Team	Mr. Mouradov
Medical Leaders of Tomorrow	Ms. Almeida
Model Congress	Ms. Caplette
Model UN	Ms. de Koning, Mr. Leisten
Mu Alpha Theta-Math Honor Society	Mr. Leisten, Mr. Nielson
Music National Honor Society	Ms. Howard
National Art Honor Society	Ms. Poleman
National Business Honor Society	Ms. Brandt-White
National Honor Society	Mr. Forte, Ms. Whelan
Newspaper	Mr. Thorn
Peer Educators	Ms. Rubelmann, Ms. Johnson, YFS
Peer Tutoring	Ms. Miller
Powder Puff	Ms. Gacek, Ms. Rooney
Quill & Scroll English National Honor Society	Ms. Vemuri
Rho Kappa National Honor Society	Ms. Sotomayor
Road Guardians (Be the Key)	Mr. Wildman
Rocketry Club	Ms. de Koning
Russian Club	Ms. Gotta
School Store	Ms. Brandt-White
Science Bowl	Mr. Lubben
Science National Honor Society	Ms. Pintavalle
Science Olympiad	Mr. Ager
Ski & Snowboard Club	Mr. Grohs, Mr. Hutton
Spanish Club	Ms. Guedes, Ms. Zvonarek
Spanish Exchange Club	Mr. Wildman
Student Council	Ms. Scarola, Ms. Clarke-Bligh
TeamSTEAM	Ms. Rockholz
UNICEF Club	Ms. Nietupski
Unified Basketball	Ms. Egan, Ms. Savage
Unified Theater	Ms. Donahue

US Chemistry Olympiad	Ms. Mullen, Ms. Rockholz
VOICES (Safe School Climate Committee)	Mr. Wildman, Ms. Li
Weightlifting Club	Mr. Fahey, Ms. Whalen
World Language Honor Society	Ms. Chang, Ms. Li
Yearbook	Mr. Grohs, Ms. Waz

3.3 Eligibility for Extra-Curricular Activities

Students who participate in extra-curricular activities for which eligibility requirements have been set by sponsoring groups, such as the Connecticut Interscholastic Athletic Conference, will honor such eligibility requirements. Under CIAC rules, a student must pass four academic subjects in the previous marking period to be eligible to participate in interscholastic athletics.

Please refer to the [Glastonbury High School Athletic Department Student-Athlete/Parent Handbook](#) for information regarding procedures, requirements, and policies related to student participation in the interscholastic athletic program at Glastonbury High School.

~~A faculty advisor, a coach, or a high school administrator may deny a student the privilege of participating in any extra-curricular activity when such action is in the best interest of the school and/or the student affected. This regulation does not prohibit the constitutions of student organizations from including eligibility requirements for their members in addition to those stated in the first paragraph of this regulation.~~

A faculty advisor or high school administrator may deny a student the privilege of participating in any extra-curricular activity when such action is in the best interest of the school and/or the student affected. This regulation does not prohibit the constitutions of student organizations from including eligibility requirements for their members in addition to those stated in the first paragraph of this regulation.

3.4 Activity Bus

Glastonbury High School students participating in the after school extra-curricular program have access to activity buses which travel to all sections of the community. The departure time for buses is 4:00 p.m. There are no activity buses on Thursdays, school days before a holiday weekend, half-day sessions, the last day of school before a vacation and exam days. **Students may not remain after school and take the activity bus unless they are taking part as a member in a supervised school sponsored extracurricular activity or receiving academic assistance from a teacher.** Otherwise, students are expected to leave the school building promptly at the end of the school day. Students that loiter on school grounds will be subject to disciplinary action.

There are no activity buses on Thursdays and specific dates as indicated below.

THERE WILL BE NO ACTIVITY BUSES ON THE FOLLOWING DAYS FOR 2024-2025:

August 30	April 11
October 11	May 23
November 27	*June 5, 6, 9, 10
December 20	All Thursdays
*January 16, 17, 21, 22	*Exam Days, unless changed
February 14	

3.5 Dance Regulations

Student dances are held periodically throughout the year. Students are required to exhibit good judgment on and off the dance floor. Inappropriate or suggestive behavior will not be permitted. If, in the opinion of a supervising adult, a student's dancing or other behavior is judged to be suggestive and/or

inappropriate, the student will be removed from the dance, parents/guardians will be contacted, and the loss of the privilege to attend future dances may be imposed.

The following regulations will also be enforced:

1. Tickets may only be purchased by Glastonbury High School students in school before the dance.
2. No one will be admitted after 8:30 p.m. unless a principal has granted permission prior to the dance.
3. Students will be asked to leave their outside garments in a designated central location before entering the dance.
4. No congregating in the lobby area will be allowed.
5. Attendance will be limited to 600 people.
6. Once students leave the dance, they may not re-enter and must leave the school grounds at once.
7. It is the student's responsibility to arrange transportation prior to the dance and to leave school grounds promptly at its conclusion.
8. The same rules of student conduct that apply during the school day will be in effect. The same consequences for misbehavior will also be in effect.
9. Students engaging in group dancing which may cause physical injury (e.g. "mushing") will be removed from school property immediately.
10. Alcohol detection tests may be administered at dances in accordance with Board of Education policy (see section 52.0).
11. Students who wish to bring a guest from another high school to the junior prom or senior ball must pick up a **Guest Permission Form** in the main office and return the completed form for administrative approval prior to purchasing a guest ticket.

3.6 Senior Ball and Junior Prom Transportation

Students who contract private bus transportation (coach or Type II vehicles) to the prom or ball must also arrange for a parent/guardian to ride the bus and ensure conduct is in keeping with school expectations and policies. A form listing the student riders as well as the parent/guardian chaperone must be submitted in advance of the event to the Principal.

3.7 SENIOR ACTIVITIES

3.7.1 Senior Picnic, Senior Ball

Information covering the senior picnic and senior ball will be shared with the senior class beginning in late April. Any senior who has an unexcused absence from school after April vacation or who is suspended from school for behavioral reasons may not be permitted to attend the senior picnic or senior ball, pending an administrative decision.

3.7.2 Graduation Ceremony

Graduation is an event provided by the school to celebrate the seniors' successful completion of the school's graduation requirements. Information and procedures regarding the ceremony will be distributed to the class in May.

Any senior who engages in end of the year behavior that disrupts the educational process, such as the throwing or possession of water balloons, spraying water or silly string, or other behavior that poses a safety threat, or causes property damage, will be subject to disciplinary action up to suspension from school, exclusion from the graduation rehearsal and ceremony, and possible police notification.

3.8 STUDENT CAPTAINS, LEADERS, AND OFFICERS

All student officers of classes or clubs and captains of sports teams will act in a responsible manner at all times whether school is in session or not. Any officer or captain whom the principal believes has not acted responsibly may be removed from his/her position.

3.8.1 Student Council Officers 2024-2025:

President.....	Emily Pennington
Vice-President	Emalsha Hettiarachchi
Secretary	Elysia Dy
Senior Public Relations Coordinator.....	Rishi Boggavarapu
Junior Co-PR Chairs.....	Maansi Kedlaya & Jakshi Nandam
Membership Director.....	Aanshi Thumar
Club Council Liaison.....	Sochima Anaedo
Materials Manager.....	Maha Masrur

3.8.2 Class Officers and Student Council Representatives

<u>Class of 2025</u>	<u>Officers</u>	<u>Representatives</u>
President	Jagannath Lakshmiopathy	Claire Ha
Vice-President	Emma Beagle	Alexa Wolf
Secretary	Emma Haskins	
Treasurer	Shruti Sendhilkumar	
<u>Class of 2026</u>	<u>Officers</u>	<u>Representatives</u>
President	Sochima Anaedo	TBD
Vice-President	Elysia Dy	
Secretary	Amanda Yi	
Treasurer	Iyeon Kim	
<u>Class of 2027</u>	<u>Officers</u>	<u>Representatives</u>
President	Jay Biswas	Chimananda Anaedo
Vice-President	Aanshi Thumar	Kaelyn Baran
Secretary	Reva Narayanan	
Treasurer	Chenxi Chen	
<u>Class of 2028</u>	<u>Officers</u>	<u>Representatives</u>
President	Bilal Awais	TBD
Vice-President	Stella Bastos	
Secretary	Taylor Balthazar	
Treasurer	Zoya Cheema	

4.0 AGE OF MAJORITY

In all school matters requiring the approval or presence of a parent or guardian, the eighteen-year-old student will be allowed to represent him/herself and sign all appropriate forms under his/her responsibility. However, the school reserves the right to contact parents/guardians regarding student issues. Included in this are: school attendance, withdrawals from school, approvals for driving permits, permission for psychological or academic testing, early dismissals, changes in courses, representation at PPTs, appeals, hearings, and access to or release of records.

The student who is eighteen or older is subject to the same school rules as any other student. When signing any form in place of a parent/guardian, the eighteen-year-old takes on the same parental responsibilities. In addition, when signing out, signing in late, or explaining an absence, he/she must show a justifiable reason, such as a doctor's appointment card or doctor's note.

5.0 APPEALS – ACADEMIC AND DISCIPLINARY

Students who feel that they have been treated unfairly by a staff member on any important matter have a right to a reasonable review of the circumstances by another staff member. Students should bear in mind that at school, as in any other endeavors involving human relations, decisions have to be made that do not always meet with the approval of some of those affected.

At Glastonbury High School, appeals are intended to serve as part of the learning process. Whenever a student believes an appeal is not justified, that student should attempt to speak directly to the individual with whom the problem exists. If the student believes that problem still exists after this conference, the student may appeal the case to others. If the issue is an **academic matter** (grade, course requirement, cheating/plagiarism, course placement, etc.), the student should appeal to the **department director**. On matters concerning **attendance** or **discipline**, the student should appeal to the appropriate **assistant principal** or to the principal. While in most cases this chain of appeal will be sufficient to solve the problem, the case can still be appealed to the staff member's immediate supervisor.

6.0 ATTENDANCE/ABSENCES/TARDINESS

Parents are asked to call the school at 860-652-7200 by 7:30 a.m. to notify us of their child's absence and the reason for the absence.

Connecticut General Statute 10-184 requires all parents/guardians of children between the ages of seven and sixteen to cause their children to attend school regularly. A student should not be absent from school without a parent's/guardians' consent and it is expected that parents/guardians will allow their children to be absent only for health or other extenuating circumstances.

Consistency in student attendance is an integral part of the education process. Absences, tardiness and/or early dismissals can have an adverse effect upon student performance. Parents/guardians in need of assistance or support because their child is experiencing medical problems or having any type of difficulty are encouraged to contact the school nurse.

Attendance Policy: According to Board Policy 5113: A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- a) For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.
- b) For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
 2. Student's observance of a religious holiday;
 3. Death in the student's family or other emergency beyond the control of the student's family;
 4. Mandated court appearances (documentation required);
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
 6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

Mental Health Days: Students enrolled in grades K-12 are permitted two mental health days during the school year. These days provide students time to attend to their emotional and psychological well-being in lieu of attending school. In order for a mental health day to be excused, parental/guardian consent must be obtained. The absence shall be identified as a "mental health wellness day." A student cannot take two consecutive mental health wellness days.

The Connecticut State Board of Education has adopted definitions of excused and unexcused absences and guidelines for implementing the statutory policies and procedures regarding truancy. The policy defines a two-level system of criteria for excusing absences. The first nine absences in a school year may be excused with a note from the parent or guardian. The tenth and each subsequent absence require a more specific set of reasons and documentation to qualify the absence as excused.

For student illness, verification of the absence will need to be provided by a medical professional.

Truancy: A student will be identified as truant in grades kindergarten through eight when he or she has four unexcused absences in any one month or ten unexcused absences from school in any school year. A student will be identified as a “habitual truant” when he or she has twenty unexcused absences in a school year. The Board of Education outlines policies and procedures for schools to follow in the event a child is identified as either truant or habitually truant.

Make-Up Work: If your child is out of school for some time, but is able to do school work, we will provide activities to be completed at home. Teachers need some advance notice in order to collect materials, and it is important to realize that these activities can, in no way, duplicate the learning experiences your child would be involved in while in school.

Tardiness: Students are expected to arrive to school and class on time. Tardiness to class or school is a disruption to the learning environment. Students arriving after the school start time are considered tardy and are expected to present a signed parental/guardian note explaining the lateness. If an excused tardy exceeds 20 minutes of class, they will be considered absent from that class. Acceptable reasons for tardiness include medical, religious, or legal commitments. All other tardies will be considered unexcused and may result in a class cut (see section 6.2.1).

6.1 ABSENCES

6.1.1 Notification of Absence by Parent/Guardian

When parents/guardians have not contacted the school, the school will attempt to contact the parents/guardians of all children who are absent from school on a given day. In doing so, the school is responsible for verifying whether an absence is “excused” or “unexcused.” Parents/guardians or others with legal responsibility for the child may appeal that decision to the superintendent/designee. We appreciate parent/guardian cooperation in making the morning calls. These calls are extremely useful if a student needs to appeal loss of credit because of excessive absences.

6.1.2 Absences Due To Family Travel/Vacation

Parents/guardians are discouraged from taking students on vacation when school is in session. Such absences are disruptive to schooling and should be avoided if at all possible. Making up the work missed is not the same as participating in the classes where instruction is given. If such an absence is unavoidable, the student is responsible to ascertain what work has been missed upon his/her return and ensure that the work be completed within a reasonable time. In some cases, teachers *may* be able to give some assignments in advance of an absence of this kind, and if this is done, it is fully expected that these assignments will be completed when the student returns. If circumstances demand that students accompany their parents/guardians during the school year, the following provisions apply:

1. A student who is to miss time due to travel must obtain an **Extended Absence** form in the main office to be signed by the parents/guardians, a principal, the student, and the teachers before the planned trip. At that time, suitable arrangements will be made concerning the work to be made up. The completed form is to be returned to the main office.
2. Disciplinary action will not be taken, but the number of days missed will be counted in the total number of days absent in determining course credit.

6.1.3 Absences Due To Field Trips

Field trips and school-sanctioned activities will not count as absences from school. However, students are responsible for all work missed. Students attending these activities must:

1. Obtain a **Field Trip Assignment** form from the teacher giving the field trip.
2. Obtain signatures on this form from all teachers whose classes will be missed and from a parent or guardian. Failure to obtain these signatures or refusal of the teacher or parent/guardian to sign will

- lead to denial of permission to be absent from class. Students may not attend field trips that will take them out of any class more than once per week (unless a field trip continues beyond one day).
3. Receive the assignments from or make academic arrangements with the teacher(s) whose class(es) will be missed **before** the day of the trip. If, by attending a field trip, a student misses other classes, the student has the option of remaining at the school. In such cases, the student is assigned to the library for the period when the field trip course meets. An alternative assignment will be made by the teacher in lieu of the field trip.
 4. Notify their teachers in advance of the date of a field trip when they will be missing class.

6.1.4 Absences Unexcused

Unexcused absence is the unauthorized absence of a student from school. Any student determined to have an unexcused absence will receive cuts in all classes and zeroes on work missed. Students will also be subject to the following consequences: 1st offense - two (2) Saturday detentions; 2nd offense - three (3) Saturday detentions; 3rd offense - minimum of a three (3) days suspension.

6.1.5 Absences Due to Visiting Colleges

Students who wish to visit colleges for interviews are urged to make their appointments during the times when Glastonbury High School is not in session. If the college cannot grant an interview during such periods and the student must be absent from school, the student should:

1. Bring a note from home to the office explaining the absence.
2. If an extended absence is approved, the student should take a "Request for Absence" sheet to each teacher. Absences will count as they relate to the Attendance Policy.

6.1.6 Absences and Make-Up Work

Students absent from school or from individual classes for excusable reasons are expected to make up all work and tests missed in order to receive full credit. If a student fails to make up the work within a reasonable period following the student's absence, academic penalties will be assessed at a rate prescribed by the teacher. Students should refer to their Google Classrooms for missed assignments.

On occasion, students or their parents/guardians will ask for assignments that cover several school days. These requests will be necessary because of illness, suspension, or other reasons deemed acceptable by the administration. Therefore, homework requests (class assignments) will be processed for any student who is absent from school due to illness or other administratively approved reason for a period of three (3) or more days. Requests received at the school office prior to 12:00 noon on the second day of the student's absence will be processed and ready for pick up after 2:15 p.m. on the following day. Requests to teachers will come from the high school main office or the student's school counselor.

6.2 ATTENDANCE POLICY

The academic program at Glastonbury High School has been established in an atmosphere where student freedom and responsibility are an integral part of the decision-making process. The school maintains that attendance to assigned classes is essential and, therefore, has established an attendance requirement for all courses offered. The attendance requirements are based on three beliefs:

1. That time lost is essentially irretrievable in terms of opportunity for instructional exchange.
2. That excessive absences are a drain on the resources of the teacher, resources that can and should be diverted to programs and activities for the educational benefit of all students.
3. That a student has an obligation to give as well as receive in the context of the classroom setting.

Excessive absences from any class can result in a loss of credit. See section 6.2.3.

6.2.1 Class Cuts

The following provisions will govern attendance:

1. While students are on campus, they must attend all of their classes.

2. For any absence determined a **cut**, the student will be given an "F" for all quizzes, tests, and other work missed in that class period (unexcused tardies to school resulting in missed classes do not receive an academic penalty). Students who leave prior to the end of class without the teacher's permission will be considered cutting class and subject to the same penalties as stated below:
 - a. Upon the student's first reported cut of any class, the teacher will determine the appropriate course of action to take with the student. Notification of the cut and the action taken will be made to the student's parent or guardian.
 - b. Upon the second reported cut of the same class, the teacher will assign two school detentions to the student and parent/guardian notification will be made.
 - c. Upon the third reported cut of the same class, the student's assistant principal will assign a Saturday detention.
 - d. Upon the fourth reported cut of the same class, the student will be assigned two (2) Saturday detentions.
 - e. Upon the fifth cut of the same class, the student will be suspended from school for three (3) days. At the administrator's discretion the student may be offered a community service component. Students must be accompanied by a parent/guardian for a reentry meeting with their administrator upon returning to school.
 - f. Upon subsequent cuts, the student will be considered by the administrator for further suspensions and/or withdrawal from the class with a penalty grade of "F" and placed in a restricted study hall.

The administration reserves the right to intervene at any stage in the process to call a parent conference, case conference, PPT, or to involve other appropriate personnel, such as a school counselor, teachers, or the school psychologists.

3. Students who are on school grounds at any time during the day, but have not attended homeroom or signed in tardy, are considered to have been present all day. Classes missed under such circumstances will be considered class cuts.

6.2.2 Class Cancellation

If a teacher is not present for the start of class after five minutes, one student should report either to the department office or the main office to learn whether the class will be meeting. Students should not assume that the class has been canceled without official word from a staff member in the department or the main office. Students who choose to leave before this happens will be considered as having cut class.

6.2.3 Course Credit/ Appealing Loss of Credit

In order to receive credit for a course, students must earn a passing grade and fulfill the attendance requirements as stated below:

1. Student attendance in class is crucial to the educational process. When a student is absent from a class **6 times for a semester course or 11 times for a full year course**, they will lose credit for that course. Credit is lost from physical education/health classes upon 6 absences, since they meet once every four days all year. Classes missed because of any school-sanctioned activity do not count in the total of 6 or 11 absences. The attendance policy goes into effect starting the first day of school for students scheduled for classes at Glastonbury High School. Absences accrued prior to a student's starting school count in regard to the policy.
2. A student losing credit for excessive absences may appeal to have credit reinstated through the School Attendance Appeals Committee. This committee shall consist of an administrator, the student's school counselor, and three staff members. The student must appear at the appeal and may have a parent/guardian present as well. The committee can restore credit on the basis of extenuating circumstances. The committee will decide the appeal and notify the parent/guardian of its decision within five days of the hearing. In cases of long-term illness, a letter can be sent to an administrator who will make a recommendation to the Appeals Committee.

3. Denial of course credit because of excessive absence will not affect grades that will be awarded as earned. In such cases, course grades will appear on both the report card and the final transcript, but no credit toward graduation awarded.
4. Notification shall be made quarterly via report cards to parents/guardians regarding the attendance record of their child. Parents/guardians can also access attendance information at any time via the school's web portal.

6.2.4 Homeroom Attendance

All students are to report to their homeroom after the first block each morning. Students who are late to homeroom will be marked tardy. **Students who are present in school and fail to report to homeroom will be subject to a Saturday detention for each occurrence.** Three (3) unauthorized tardies to homeroom will result in a school detention. Each tardy thereafter will result in one (1) detention.

6.2.5 Tardiness to School

Students at GHS are expected to be in their first class by the 7:25 a.m. bell. A warning bell rings at 7:20 a.m. to remind students to proceed immediately to class. Any student who arrives after 7:25 am will be considered tardy and must sign-in at the front desk. Failure to sign in will result in Saturday detention.

Tardiness to school will not result in any academic penalty that will negatively affect grades. Missed tests and quizzes can be made up. If a student misses one or more class periods due to tardiness, those missed classes will be considered class cuts and will receive disciplinary action (see Class Cuts 6.2.1).

Students will receive a Saturday detention upon their tenth (10) unexcused tardy to school, and two (2) Saturday detentions upon their twentieth (20) unexcused tardy to school. Every 10th subsequent unexcused tardy will result in one of the following at the administrator's discretion: loss of parking privileges, additional Saturday detentions, a three (3) day suspension, or a community service component. Members of the Class of 2028 may be referred by an administrator to participate in a school sponsored time management program.

The only acceptable excuses for tardiness are a note from a doctor or court appearance verification delivered at the time the student enters school. All other tardiness will be considered unexcused. Verification for an excused tardy must be made the day of the lateness or the day following. No excuses will be accepted after that.

6.2.6 Tardiness to Class

Students who are detained or required to be out of the class for all or part of a class period must obtain a pass or note from the staff member detaining them so they are not marked absent from class. Failure to obtain such verification for a tardiness shall be regarded as an unexcused tardy. Three (3) unauthorized tardies to one class will result in a school detention. Each tardy thereafter will result in one (1) detention. Unexcused tardiness of more than ten (10) minutes to any class will be considered a cut from class.

7.0 AUTHORIZED AREAS

Students in grades 10, 11 & 12 may choose among the following areas during periods when they are not assigned a class:

1. Library. During free blocks. Students must report directly to the library and remain in the library until the end of the block.

2. Cafeteria. An administrator or teacher on duty in the cafeteria may issue students a pass from the cafeteria to any of the following areas:

- Math Center
- Reading & Writing Center
- World Language Multimedia Center
- Student Support Center

- School Counseling Office or College and Career Center
- Department work rooms

Students seeking admission from the cafeteria to any other areas during lunch time must present to the administrator a valid, signed pass from the teacher pre-approving their dismissal to a particular location.

3. The patio area with benches outside the auditorium entrance. Student behavior on the patio is monitored. Students may not participate in boisterous behavior, gambling, horseplay, throwing frisbees, ball playing, hacky sack, or any other conduct that would be deemed unacceptable by staff members.

4. Students in grade 9 will be assigned to a study hall for any periods they do not have class (see also section 51.0).

MOVEMENT THROUGH THE CORRIDORS DURING CLASS TIME IS PROHIBITED EXCEPT WITH A PASS FROM A STAFF MEMBER.

STUDENTS MAY NOT LEAVE THE SCHOOL GROUNDS DURING THE SCHOOL DAY
EXCEPT WITH AN EARLY DISMISSAL AUTHORIZED BY THE MAIN OFFICE.

7.1 Unauthorized Areas

Any areas not on the above list, including the gym area, parking lot, stairwells, or classrooms to which the student is not assigned, are considered unauthorized areas. During free blocks, students found in an unauthorized area without a pass will be issued two (2) detentions for the first offense. Subsequent offenses will result in disciplinary action up to and including suspension from school.

8.0 BALL PLAYING, FRISBEES, HACKY SACKS, ETC.

Because of limited monitored areas outside, it is not possible for students to play ball, throw a Frisbee, or play hacky sack without interfering with other students. Therefore, these activities are not permitted other than in assigned physical education classes or during after school sports.

9.0 BEHAVIOR DURING ATHLETIC CONTESTS

Our goal is to support our athletes in a spirited way that demonstrates good sportsmanship.

1. No signs, banners or placards demeaning the opposition are allowed at any contests.
2. No noisemakers such as bugles, horns, whistles or drums are allowed at any contests.
3. No obscene or derogatory cheers or gestures will be tolerated at any contests.
4. No booing of officials or members of the visiting school will be tolerated.
5. Spectators displaying irresponsible behavior through voice or actions will be directed to leave the contest by the supervisors or police if needed.

Students disregarding the rules will be removed from the premises and considered for suspension from school and attendance at future athletic events. Regardless of the time or place of school events, all behavioral expectations and penalties for non-compliance are in effect.

10.0 BOOKS AND EQUIPMENT

All textbooks, the school building, the grounds, all laboratories, and other equipment are the property of the Glastonbury Board of Education. Such facilities and equipment are to be shared by many people in the community. Students have a responsibility as citizens to maintain their building and equipment in outstanding fashion. This includes simple habits such as covering school textbooks.

Students who are irresponsible, careless, or destructive of property will be charged the cost of replacement or repair and have their case handled either through the school's disciplinary policies or referral to the police for disposition.

11.0 BULLYING PREVENTION and INTERVENTION POLICY

The Glastonbury Board of Education is committed to creating and maintaining safe, supportive, and inclusive learning environments that are physically, emotionally and intellectually safe and thus free

from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior 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.

The Board also prohibits 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. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence 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.

For the purposes of this policy, "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

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.

For purposes of this policy, "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For the purposes of this policy, "Teen Dating Violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

The school system implements Restorative Practices and programs that address challenging behaviors, including the issue of bullying. Consequences for challenging behaviors will vary according to the situation. Those listed in this handbook may not apply in some instances.

Please refer to the [Board of Education Policy Regulation #5131.9](#) and our school website for the [Glastonbury Public School Safe School Climate Plan](#) including definitions, responsibilities, and procedures for reporting and investigating complaints of bullying.

12.0 BUS BEHAVIOR

Students are expected to adhere to the same positive behavioral standards on school buses as are required of them in school. Disruptive or inappropriate behavior on a school bus will result in disciplinary action up to and including suspension and removal of bus transportation privileges.

13.0 CAFETERIA

The cafeteria serves the dual purpose of being the only student eating area and the center where students

gather to relax. In order to maintain these functions, it is necessary for students to conduct themselves with a high level of maturity and responsibility. Students may not attend the cafeteria for more than one lunch wave during the school day as indicated on their schedules.

13.1 Cafeteria Rules of Conduct

The following code of conduct will be observed in the cafeteria:

1. All students in the cafeteria must be seated at a table. To avoid injury, students may not sit on tabletops and may not share chairs (one person per chair).
2. No food or drink may be taken from the cafeteria. Students carrying their own lunches must consume them in the cafeteria. Wrapped food items and bottled drinks may be taken from the cafeteria with the prior written permission of a teacher and only in those cases when a student does not have a lunch or snack period on his/her schedule.
3. Students will pick up and properly dispose of their own refuse. When a number of students are seated at a table where trash has been left, all will be responsible for picking up and properly disposing of what is left.
4. During the non-lunch periods, the a la carte lunch lines will be closed 10 minutes before the end of the period and will remain closed the next period until the teacher on duty certifies that the area has been properly picked up by students using the area. If litter or picking up becomes a problem, the a la carte line will be closed for that period or until the problem has been resolved.
5. Students are not permitted to bring playing cards on school grounds, including the cafeteria.
6. Disruptive behavior in the cafeteria is not permitted and will result in a loss of cafeteria privileges.
7. While in the cafeteria, it is expected that everyone will contribute to a socially acceptable atmosphere by engaging in conversations that are held in a normal tone of voice.

13.2 Free or Reduced Breakfast/Lunch

Information and applications are distributed at the beginning of each school year and are available in the school office or on the district's web portal under "District", "Food Services." For more information, please visit the website or call the Food Services Department at 860-652-7949.

13.3 Penalties for Cafeteria Misconduct:

The following offenses and their penalties will be the same for all students who break the rules:

1. Bringing food outside the cafeteria - one (1) detention.
2. Leaving food or trash on cafeteria table – 1st offense: one (1) detention, 2nd offense: loss of cafeteria use.
3. Throwing food - first offense: minimum of one (1) week removed from cafeteria and disciplinary action up to and including suspension from school; subsequent offenses: loss of cafe privileges and disciplinary action up to and including suspension from school.
4. Theft of food (including unauthorized use of another student's pin number) - payment for the food, disciplinary action appropriate for the infraction up to and including suspension and possible police notification.
5. Students that lose their cafeteria privileges will be removed to an assigned area. They will be responsible for bringing their own bag lunch and drink from home.

14.0 COLLEGE AND CAREER CENTER

Glastonbury High School provides a College and Career Center that is located in room E106. The Center hosts college visits, military representatives, as well as trade and vocational school presentations. Students gather a wealth of information regarding job opportunities and educational requirements, as well as the skills necessary for entry into a given field, with the tools provided by the Center. Students may visit the College and Career Center during unassigned time, or by appointment. Call the Center at 652-7200, ext. 11059 with all inquiries.

15.0 CHEATING/PLAGIARISM/FORGERY

15.1 Academic Dishonesty

Honesty is a value that applies to one's schoolwork as well as one's personal relationships. Cheating, whether it consists of copying someone's homework or test, using crib notes, or permitting a fellow student to use one's material is a serious academic offense that will result in loss of grades. Plagiarism is described as presenting the work of another person as one's own. This includes such offenses as word-for-word copying of phrases or sentences and presenting ideas or opinions without giving credit to the source. For further clarification of plagiarism, refer to the GHS Research Paper Guidelines. The penalties for plagiarism are the same as those for cheating.

Upon the first offense, students who cheat on a test, quiz, or assigned paper will receive a grade of zero. The teacher will call the parents/guardians and document this contact by completing a disciplinary notice. Any subsequent cheating may result in disciplinary action up to and including suspension.

Stealing exams or papers, whether from students or staff, and falsifying notes, applications, and passes are serious infractions and will result in disciplinary action.

Any student who has cheated or plagiarized on a test, quiz, or paper will be removed from the National Honor Society if they are a member or will be ineligible for induction for eighteen months if they are not a member of the National Honor Society.

15.2 Forgery/Impersonation

A student may not attempt to present themselves as a parent/guardian by forging an early dismissal or excuse note, or impersonating a parent on the attendance line or other call to the school. Should this occur, parents/guardians will be notified and the student will receive two Saturday detentions and zeros in all missed classes.

16.0 COLLEGE BOARD TESTING

In conjunction with the College Entrance Examination Board, Glastonbury High School conducts testing during the school year. This year's schedule is as follows:

<u>Test</u>	<u>Test Date</u>
PSAT/NMSQT	October 26, 2024
SAT	November 2, 2024
SAT	December 7, 2024
SAT	May 3, 2025
SAT	June 7, 2025

Additional tests are given in October, January and March at other locations. Students interested in any of these tests should make inquiries at the School Counseling Office where applications are available.

Whether taking the test at Glastonbury High School or at another location, it is the student's responsibility to mail the completed application one month prior to the examination date.

17.0 DETENTION

The high school administration maintains a detention hall after school from 2:15 p.m. to 3:40 p.m. in Room B104. Detention is not held on Thursdays or on days there are not activity buses (see section 3.4 for dates). A detention assignment is an extension of the regular school day; therefore, **these appointments take precedence over all other activities including work, athletic practices/games, extracurricular activities, and personal appointments.** No games of any kind, including electronic programmable calculators, are allowed in detention halls. Cell phones, iPods, and other electronic devices are also prohibited in detention. The use of iPads is permitted only for the completion of academic work with teacher permission.

17.1 Cutting Detention

Students who fail to report for assigned detention are subject to additional detentions, Saturday detention or suspension.

17.2 Saturday Detention

Glastonbury High School is committed to minimizing the loss of instructional time when assigning disciplinary sanctions. Students will be issued Saturday detention from 8:00 am to 12:00 pm rather than suspension for certain offenses. Students will normally be assigned to this detention in lieu of suspension and must remain in the detention for the entire time. Any student that leaves the detention hall without permission or whom the supervising teacher dismisses is subject to suspension. Students who have accumulated four (4) Saturday detentions will be suspended as a consequence for additional offenses.

The school system does not provide transportation for Saturday detention. It is the responsibility of parents/guardians and/or students to provide their own transportation to and from school on that day. Students who report after 8:00 a.m. will not be admitted. It is the student's responsibility to arrive on time and to bring enough academic work for the entire period. Students may not use any electronic devices including computers, cell phones, music players and headphones. The use of iPads is permitted only for the completion of academic work with teacher permission. Students are not permitted to bring or eat food.

Students who fail to follow the rules will be dismissed and referred to their administrator.

If a student misses Saturday detention due to illness, a parent or guardian must call the school on Monday morning and provide verification of the illness. In the event that a student misses Saturday detention for reasons other than illness, the situation will be reviewed by an administrator to determine its legitimacy for possible rescheduling. Students who arrive late, cut, or who are asked to leave Saturday detention may be suspended for two (2) days. Participation in athletics or co-curricular activities does not excuse a student from serving a Saturday detention.

18.0 DIRECTORY OF SERVICES

<u>If This Is Your Problem:</u>	<u>You Can Get Help From:</u>
1. Difficulties in class work.....	Your subject teacher (Consult before class or at the end of the period. Use your unassigned time period for help.)
2. Everyday routine.....	Your Homeroom Teacher
3. Problems related to your course, subjects, or diploma.....	Your School Counselor
4. Choice of college or preparation for college.....	Your School Counselor
5. Scholarships.....	Your School Counselor
6. Information about occupations.....	Your School Counselor and College and Career Center
7. Personal Difficulties.....	Your School Counselor
8. Tutoring in one of your subjects.....	Your Subject Teacher or School Counselor
9. Health problems & student insurance.....	The School Nurse
10. Part-time or full-time job after graduation from high school.....	Your School Counselor and/or the College & Career Center
11. Information about the armed forces.....	The School Counseling Office
12. A lost schedule.....	The School Counseling Office
13. iPad help.....	The iPad Help Center
14. Settling for a lost book.....	The Main Office
15. Finding a Lost Article.....	The Main Office
16. Early dismissals.....	The Main Office
17. Information about illegal activity.....	School Resource Officer or a School Administrator
18. Bullying/Harassment issues.....	School Resource Officer or a School Administrator
19. Reporting a theft.....	School Security Supervisor

19.0 DRESS CODE

The goal of establishing a dress code is to provide an opportunity for students to celebrate and express their identities while upholding a safe, comfortable, inclusive environment that is conducive to learning.

Students *must* wear:

1. **A top** with opaque fabric covering front (down to the navel), back, and sides under the arms, as well as undergarments.
2. **A bottom** with opaque fabric covering genitals, buttocks, and undergarments.
3. **Shoes** that are suitable for scheduled classroom activities or school sponsored activities.

Students *may* wear:

1. Head coverings (including hats) that do not cover the face.
2. Ripped jeans, as long as undergarments and buttocks are covered.
3. Tank tops (including spaghetti straps, halter tops, and off the shoulder tops).
4. Coats and outerwear.

Students *may not* wear:

1. Clothing that displays through words, pictures or graphics, including:
 - a. obscenities
 - b. references to weapons, alcohol, drugs, and tobacco products or their facsimiles
 - c. sexual innuendo
 - d. gang affiliation
 - e. messages that denigrate or show hostility or aversion towards others
2. Tube tops and undergarments intended as tops (ie. sports bras).
3. Roller skates or “wheelies”.
4. Clothing and accessories that constitute a potential danger to one’s self and/or others.
5. Clothing that masks a student’s identity (including sunglasses) inside the school building (except for documented medical reasons).
6. Costumes (unless previously approved by the school administration).

Students not in compliance with these requirements will be sent to the main office and will be asked to change, cover, or remove the inappropriate attire. They may also be subject to the following penalties: **1st offense:** Administrative warning & clothing change; **2nd offense:** two after school detentions & clothing change; **3rd offense:** Saturday detention, clothing change & parent/guardian meeting; Subsequent offenses: disciplinary action, up to and including suspension.

20.0 EARLY DISMISSALS

A written request for early dismissal signed by the student's parent/guardian and stating the date, time and unavoidable reason for the early dismissal, must be submitted to the main office by the end of homeroom on the day of the dismissal. The office will verify the early dismissal with a phone call to parents/guardians. When early dismissed, students that miss 20 minutes of class or more will be considered absent from that class. The classes missed will be counted in the total absences under the attendance policy. It is assumed that parents/guardians will request early dismissal of pupils for important reasons only. Included in these reasons are medical and legal appointments and other activities that cannot be scheduled at non-school time.

Student members of the Glastonbury Fire Department or other emergency services are not permitted to leave school in response to a fire or other emergency. The only exception is on an individual basis with the approval of the fire marshal and the principal.

20.1 Early Dismissal for 18-Year-Olds

Students eighteen years of age or older may write their own requests for early dismissal if they show proof of their destination (e.g. appointment card from a doctor). However, the school reserves the right to contact parents/guardians.

20.2 Early Dismissal and Late Arrival Program

The Early Dismissal and Late Arrival Program provides students with an opportunity to develop greater individual responsibility and self-direction. Any **junior or senior** who is not scheduled for a class at the beginning of the day and/or the last period(s) of the day may apply for a permanent early dismissal/late arrival pass to arrive late (students must attend homeroom) or leave school premises at the end of their classes. Students may not return to school or school grounds other than for a school-sponsored activity or with prior permission from an administrator. Any student who does not abide by the provisions listed on the early dismissal application, to be signed by a parent/guardian, will be subject to disciplinary action. Applications are available in the main office.

21.0 ELECTRONIC DEVICES

The purpose of this policy is to help maintain a safe and respectful learning environment while providing students with opportunities for reasonable access to cell phones and other electronic devices. It also recognizes the use of electronic devices for educational purposes with administrative permission or with teacher approval within the classroom. **The possession and use of electronic devices at Glastonbury High School is a privilege and a responsibility, not a right. Inappropriate use will result in the loss of privileges.**

Students are solely responsible for any electronic devices brought to school. Please use common sense in the storage and possession of your device. GHS is not responsible for any damaged, lost, or stolen devices.

21.1 Cell Phones, iPods, And Other Music Players

Cell phones (for texting only), iPods, and other music players may be used in the cafeteria, library, patio area, and hallways during passing time as long as such use does not disrupt the educational environment.

Students are permitted to use cell phones for calls outside of the school building before and after the school day. If a student needs to make a call during the school day, a phone is available for student use at the front desk in the Main Office.

Cell phones, iPods, other music players, and their accessories (earbuds, earphones, etc.) may not be visible, activated, or in use in any other area of the building (classrooms, labs, locker rooms, bathrooms, hallways during class time) unless authorized by a teacher or administrator for an educational purpose.

Any student in possession of a cell phone, etc. that is visible, activated, or in use at an unauthorized time or in an unauthorized area will be subject to disciplinary action.

Inappropriate use of electronics that disrupts the educational environment, involves threatening, harassment/bullying, sexting, academic dishonesty or any violation of GHS policy will, in addition to other school and law enforcement action, will result in the immediate loss of privileges including confiscation of phone by GHS administration.

21.2 Consequences For Violations of The Electronics Policy

- 1st offense- Administrative warning
- 2nd offense- Saturday detention

- 3rd offense- Saturday detention and loss of privileges including confiscation of device by GHS administration pending a parent/guardian meeting.
- Subsequent offenses- Disciplinary action up to and including suspension.

21.3 iPads

All students are provided tablets to be used for educational and instructional purposes while they are attending GHS. Students will be allowed to take these tablets home in the evening and use them where appropriate during the school day. Students issued tablets must abide by all provisions of Board of Education policy 6141.2, including the following:

- The tablet is school property and all users must abide by BOE policy 6141.2.
- Periodically, students may be required to return their tablets for periodic maintenance and compliance of BOE and school policies. This is an opportunity for the district to ensure that the devices are functioning correctly and are being appropriately maintained. All efforts will be made to ensure that this will not interfere with the student's use of the tablet for learning.
- When students graduate, withdraw, are expelled, are outplaced or otherwise end their enrollment in the district school for any other reason must return their individual school-provided tablet. If the tablet is lost, stolen and/or damaged, the student is responsible for the replacement cost of the tablet.
- The student will be responsible for any damage to the tablet, and must return it and accessories to the school in satisfactory condition. The student may be charged a fee for any needed repairs not to exceed the replacement cost of the tablet. Parents/guardians may wish to purchase supplemental insurance policy to mitigate loss, theft or accidental damage.
- For purposes of security and network manageability, students must ensure that they do not adjust settings in such a way as to interfere with Wi-Fi network use at school.

Tablet Care

- Students are responsible for the general care of the tablet that they have been issued by the school.
- Tablets that are broken or fail to work properly must be taken to the school technology office for an evaluation of the equipment.
- Tablets must never be left in an unlocked locker, unlocked car or any unsupervised area.
- Students are responsible for keeping their tablet's battery charged for school each day.

Note: iPad users should be aware that, unless specifically protected by Connecticut's Freedom of Information statute, all information is in the public domain. Users should not have expectations of personal privacy when utilizing any of the systems.

22.0 CAMERA/VIDEO/AUDIO RECORDING

The use of any type of camera, video or audio recording devices is strictly prohibited unless specific permission has been granted by a teacher or administrator. Unauthorized use will result in disciplinary action up to and including suspension or expulsion.

23.0 EVACUATION DRILLS/SAFETY PROCEDURES

23.1 Evacuation Drills

Evacuation drills are held eight times a year. When the alarm sounds, students are to move quickly and quietly, leaving everything in the room except for pocketbooks and proceed out the exit as posted in the room. All windows are to be closed, lights turned off, and doors shut. Exit routes are posted in every classroom. If an exit is blocked, students must follow the directions of the teacher for an alternative route. Students will return to the building after a signal is given from administration.

23.2 Lockdown Drills

Lockdown drills are held three times a year. When the main office announces a lockdown (“Locks, Lights, Out of Sight”), students and staff are to remain in their classroom until notified by the administration, GHS security, or Glastonbury Police. Students must move to an area within the classroom that is out of sight from doors and windows, lights are turned off, teachers ensure that doors are locked and silence is maintained by all. Students and staff outside the building will report to the “staging area” as announced by the administration.

23.3 Lockouts

Lockouts require that any students outside will return to the building immediately and the outside of the building is secured.

Should GHS become a **shelter** for any reason, students and staff are required to follow directions issued by administration.

Students must remain with their supervising teachers for the duration of any evacuation, lockdown, lockout, or shelter situation. Attendance will be taken for all students, employees, and visitors. Visitors, including parents and guardians, must also follow all safety procedures. At times, town or district personnel will monitor the effectiveness of the drill.

23.4 Safety Glasses and Clothing

Prescribed goggles shall be provided for and worn by all students enrolled in certain science, technology education, and agriscience and technology classes. In other courses where eye safety is a factor, eye protection devices will be available. In specifically designated science laboratories or activities, open toe shoes/sandals and loose-fitting clothing or jewelry are not permitted. Students who fail to follow these procedures will not be allowed to participate in these learning activities and may be subject to disciplinary action.

23.5 Security Cameras

For the safety of students, staff and the school grounds, security cameras are in use on the premises. School administrators and security personnel have access to this recorded information.

24.0 EVADING RESPONSIBILITY

A student must have administrative permission in order to leave school grounds during the course of an open disciplinary investigation. Failure to do so may result in disciplinary action up to and including suspension and expulsion.

25.0 EXAMS

The year has been divided into two semesters with days built in for final examinations at the end of the first semester and the end of the year. Semester and final examinations are an integral and important part of our academic program. Therefore, semester and final examinations will be administered to all students in all courses except physical education. Students should realize the importance and seriousness of the examinations. All students are required to take semester and final examinations in their courses with one exception. In June only, seniors with an A or A- average in a course, with no class cuts, may be excused from the final examination at the teacher’s discretion. In January, no student may be excused from a semester exam.

Students must take exams during their regularly scheduled exam time in January and June. Students may not take exams early in June. The school calendar established at the beginning of the school year is tentative. In making plans, parents/guardians and students should bear in mind that, due to inclement weather or other situations that require school to be closed, days are often added to the calendar in June.

All students are required to take their exams at the scheduled time following the last class meeting. If a final exam is missed in June, students must make arrangements to take their exams during the summer.

**26.0 EXCLUSION FROM SCHOOL FOR DISCIPLINARY PURPOSES:
SUSPENSION/EXPULSION (from Board of Education Policy 5114)**

1. **Actions That May Lead to Suspension or Expulsion** -The following breaches of conduct on school property, school transportation, or at any school or Board sponsored activity constitute conduct that may lead to suspension or expulsion:
 - A. Willfully striking or assaulting a student, members of the school staff or others.
 - B. Theft or other acts of dishonesty.
 - C. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
 - D. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers or disruptive classroom behavior.
 - E. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
 - F. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
 - G. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
 - H. A walk-out from or sit-in within a classroom or school building or school grounds.
 - I. Blackmailing, threatening, bullying, intimidation or coercion of school staff or students. "Bullying" shall mean any overt act(s) by a person(s) directed against another person(s) with the intent to ridicule, humiliate, threaten or intimidate the individual(s) while on school grounds or at a school-sponsored activity, which acts are repeated against the same individual(s)."(Board Policy 5131.9)
 - J. The use of threatening language or gestures attempting to intimidate others.
 - K. Engaging in conduct or wearing clothing showing membership or affiliation with a gang (Board Policy 5131.8).
 - L. Possession of any weapon, including but not limited to deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, parts of weapons, or facsimile, whether loaded or unloaded, whether functional or not, or any other dangerous object. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
 - M. Possession of any ammunition for any weapon described above in paragraph L.
 - N. Engaging in ritualistic activities that may disrupt the educational process including but not limited to witchcraft and occult activities.
 - O. Hazing, or any act that injures, degrades or disgraces a student or staff member. (cf. 5131.91)
 - P. Bullying, defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at one or more students attending school in the same school district, that:
 - a) causes physical or emotional harm to such student or damage to such student's property;
 - b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property
 - c) creates a hostile environment at school for such student;
 - d) infringes on the rights of such student at school; or
 - e) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal 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.

- Q. Cyberbullying, defined as 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.
- R. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
- S. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
- T. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
- U. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
- V. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.
- W. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
- X. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
- Y. Explosive/Fire – Possession or ignition of any fireworks combustible or other explosive materials, possession of flammable material with intention of igniting or causing a fire, or ignition of any material causing a fire, including matches and lighters.
- Z. Unauthorized possession, distribution, sale, use, consumption or aiding in the procurement of tobacco, drugs, narcotics, or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or items represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purpose of this Paragraph 15, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law. Unauthorized use or possession of such substances shall mean use or possession without a valid prescription.
- AA. Possession of paraphernalia used or designed to be used in the consumption, sale, transfer or distribution of tobacco, drugs, narcotics, or alcoholic beverages. Tobacco paraphernalia includes, but is not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco products, such as electronic cigarettes and electronic cigarette supplies. Drug paraphernalia includes, but is not limited to, any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. Alcoholic beverages includes, but is not limited to, stills, shot glasses, kegs, and alcohol containers.

- BB. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
- CC. The willful destruction of real, personal or school property, such as cutting, defacing or otherwise damaging property in any way.
- DD. Accumulation of offenses. Such as school and class tardiness, class or study hall cutting or failure to attend detention.
- EE. Deliberate trespassing on school grounds while on out-of-school suspension or expulsion.
- FF. Making “Bomb Threats”, false or real, to the public schools or to the police.
- GG. Repeated and/or intentional defiance.
- HH. Throwing snowballs, rocks, sticks and/or other objects which cause harm to persons or property.
- II. Violation of transportation regulations and repeated and/or intentional defiance of student transportation rules on school grounds or at any school-sponsored activity.
- JJ. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process.
- KK. Leaving or attempting to leave school grounds, school transportation or a school-sponsored activity without authorization.
- LL. Use of or copying of the academic work of another individual and presenting it as the student’s own work without proper attribution or any other form of academic dishonesty, cheating or plagiarism.
- MM. Any act of harassment, not limited to harassment based on an individual’s gender, sexual orientation, gender identity and expression, race, color, religion, disability, national origin or ancestry. Harassment is defined as unwanted and unwelcome behavior that interferes with a student’s right to learn. (Board of Education Sexual Harassment Policy #5141.6 and Acceptable Use Policy #6141.2)
- NN. Possession and/or use of radio, walkman, CD player, Blackberry, personal data assistant computer game, beeper, paging device, cellular phone, smartphone, laser pointer, walkie-talkie, mobile or handheld device, or similar electronic device in school or at a school-sponsored activity without the permission of the principal/designee.
- OO. Unauthorized use or misuse on and off campus of any school computer, computer system, computer software, website, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.
- PP. “Off Campus” occurrence, where there is a reasonable likelihood that return of the student would seriously disruptive to the educational process and school operations. In making a determination of whether an off-campus occurrence is seriously disruptive, the Board may consider among other factors: whether the off-campus occurrence was in close proximity to the public school; involved other students from the school or gang involvement; involved violent conduct, threats of violence or use of weapons or facsimile and whether injuries occurred; and/or involved the use of alcohol or drugs. Seriously disruptive of the educational process, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- QQ. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

2. Procedures Governing Removal from Class:

A student may be removed from a class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal at once. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal/designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation. The parents or guardian of

any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of such removal from class.

3. Procedures Governing In-School Suspension:

- A. The principal/designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process or in other appropriate circumstances as determined by the principal/designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal/designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the in-school suspension.

4. Procedures Governing Suspensions -The following steps will be observed in the suspension of any students from Glastonbury High School:

- A. The principal/designee of a school, or the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section 1 of this policy for not more than ten (10) consecutive school days. In such cases, the following procedures shall be followed.
 - 1) Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal/designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the exclusion as possible.
 - 2) If suspended, such suspension shall be an in-school suspension unless, during the informal hearing, the principal or designee determines that the student: (a) poses such a danger to persons or property or such a disruption of the educational process that they should be excluded from school during the period of suspension; or (b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.
 - 3) Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal/designee, but only considered in the determination of the length of suspension.
 - 4) By telephone, the principal/designee shall make reasonable attempts immediately to notify the parents/guardian of a minor student following the suspension and state the cause(s) leading to the suspension.
 - 5) Whether or not telephone contact is made with the parent/guardian of such minor student, the principal/designee shall forward a letter to such parent/guardian to the last address reported on school records (or to a newer address if known by the principal/designee), within one school day of the suspension action where practicable, and offering the parent/guardian and opportunity for a conference to discuss same.
 - 6) In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the suspension.
 - 7) Not later than twenty-four (24) hours after the start of the suspension, notice of the original suspension and reason for the suspension shall be transmitted by the principal/designee to the superintendent/designee.
 - 8) The student shall be allowed to complete any class work, including examinations, without penalty, which was missed while under suspension. The school administration may, in its

discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the student and/or the student's parents/guardians to pay for participation in the program.

- 9) Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative record if the pupil graduates from high school. In cases where the student's period of suspension is shortened or waived, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the administration-specified program and meets any other conditions required by the administration.
- 10) If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.
- 11) The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
- 12) During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where the student has already been suspended, or such suspension will result in the student being suspended more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing before the Board of Education. The principal/designee shall report the student to the superintendent/designee and request a formal Board hearing.

5. Procedures Governing Expulsion – The following steps will be observed in the expulsion of any students from Glastonbury High School:

1. A principal may consider recommendation of expulsion of a student in a case where he/she has cause to believe the student has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or is violative of a publicized Board policy, or conduct off school grounds which is seriously disruptive of the educational process and in violation of a publicized Board policy.
2. Mandatory Expulsion: The principal must recommend expulsion proceedings in all cases against any student whom the administration reasonably believes:
 - a) Was in possession on school property or at a school sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 UCS § 921 as amended from time to time; or
 - b) Was, while off school grounds, in possession of a firearm as defined in 18 UCS § 921, in violation of Connecticut General Statutes 29-35, or possessed and used a firearm as defined in 18 UCS § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime; under chapter 952 of the Connecticut General Statutes; or
 - c) Was engaged on or off school grounds in offering for sale, or distribution a controlled substance (as defined in Connecticut General Statutes 21a-240(9), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or

administering is subject to criminal penalties under Connecticut General Statutes 21a-277 and 21a-278. Distribution may mean an exchange without money transferring from one to another.

As used in this section, a firearm as defined in 18 UCS § 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver or any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device), or (e) any weapon other than a shotgun or shotgun shell particularly suited for sporting purposes (that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½ inch in diameter). The term “destructive device” also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A “destructive device” does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon. “Deadly Weapon” means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death. “Dangerous Instrument” means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle”. “Martial Arts Weapon” means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star.

3. Upon receipt of an expulsion recommendation, the superintendent/designee may conduct an inquiry concerning the expulsion recommendation.

If the superintendent/designee determines that a student should or must be expelled, the superintendent/designee shall forward his/her recommendation to the Board of Education for action.

In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section VI(B). For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

Procedures concerning students who have previously been identified as having one or more disabilities under the IDEA (Individuals with Disabilities Education Act) and/or Section 504 of the Rehabilitation Act will adhere to state and federal regulations under the IDEA and/or Section 504.

27.0 FUNDRAISING

Collections, philanthropic fundraising, etc., of all kinds are prohibited by individuals or organizations from the Glastonbury Public Schools unless approved by the Board of Education. Exceptions, granted by the principal, are sales and collections in connection with the extra-curricular program, Parent Organization and student activity organizations.

28.0 GAMBLING/GAME PLAYING

No gambling of any kind is permitted on school grounds. Students may not bring gambling paraphernalia to school. Any student determined by an administrator to have participated in a gambling activity or found in possession of gambling paraphernalia will be subject to the following disciplinary

action: 1st offense- administrative warning; subsequent offenses- disciplinary action up to and including suspension.

29.0 SCHOOL COUNSELING SERVICES

School Counseling services are available for all people with concerns, whether they are students, parents/guardians, or staff. The main purpose for students is to provide a systematic, professional process to help individuals increase their understanding of themselves and their potential so they may relate more realistically to the requirements and the opportunities of their world. The students are assigned in their freshmen year to specific counselors who will work with them until graduation. School Counseling services, however, need not end with graduation or withdrawal from school; services may continue indefinitely.

Counseling is a cooperative process. Sometimes it involves personal contact with only two people - the counselor and the counselee. At other times it may involve many people - the student, the counselor, administrator, teachers, parents/guardians, a school nurse, and resource personnel from the community or Greater Hartford agencies. Students and parents/guardians are encouraged to become acquainted with counselors and to use their services.

30.0 GYMNASIUM

Students who are attending their regular physical education classes should report to the gym area by the late bell. Students who do not have a class or a pass to be in that area cannot go to the gym. The gym is not to be regarded as an unassigned time option without special permission from a physical education teacher. Students in the area without a pass after the late bell will be regarded as being in an unauthorized area and subject to disciplinary action (see section 7.1). Loitering will not be permitted in the gymnasium, pool area, locker rooms, and lobby.

31.0 HARASSMENT

Harassment is defined as unwanted and unwelcome behavior that interferes with a student's right to learn. Harassment is verbal or physical conduct that denigrates or shows hostile aversion toward an individual because of that person's (or that person's friend's, family's, or associate's) race, skin color, religion, gender, sexual orientation, gender identity and expression, national origin, disability, intelligence, size or weight, clothing, home, physical dexterity, or skill. Harassing conduct includes actions such as epithets, slurs, negative stereotyping, negative innuendo/rumors, threatening to cause physical or emotional harm, intimidating acts, dirty looks, snide remarks, belittling, jokes, pranks, written or graphic material that denigrates or shows hostility and is displayed on walls or circulated. Harassment is a serious violation of Glastonbury Board of Education Policy #5114, Student Discipline/Exclusion, and will not be tolerated.

31.1 Sexual Harassment

Sexual harassment is unwanted and unwelcome behavior of a sexual nature that interferes with a staff member or student's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. Students and staff have the responsibility not to engage in sexual behaviors that are unwelcome or offensive to others. Under federal and state law and policies, sexual harassment is illegal and is prohibited in school settings in accordance with Board of Education Policy 4118.12.

Should sexual harassment be alleged, it is the policy of the Glastonbury Board of Education that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the harassment, and that the problem/concern shall be appropriately addressed.

Under federal law and the Connecticut General Statutes Sec. 46a-60(a)(8), sexual harassment is defined as “any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature” made by someone from or in the work or educational setting. Sexual harassment occurs when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;
3. Such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment, or
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
5. Such conduct is responsible for limiting a student’s ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment.

Types of unacceptable sexual conduct include:

1. Suggestive or obscene written or electronic messages, invitations, derogatory comments, slurs, jokes, epithets, assault, unwanted physical contact, touching, pinching, coerced sexual intercourse, impeding or blocking movement, leering gestures, suggestive or insulting sounds, display of sexually suggestive objects, pictures or cartoons.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering, and physical touching.
3. Coercive sexual behavior used to control, influence, or affect the career, salary and/or work environment of another employee, such as threats of reprisal; implying or withholding support for an appointment, promotion, transfer, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.
4. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g., scholarships, financial aid, work study job).
5. The deliberate or careless creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive working environment.
6. Inappropriate attention of a sexual nature from peer(s), i.e., student to student, employee to employee.

31.2 Sexual Harassment of Students

1. When the offender is an adult within the school setting

Definition: Sexual harassment is **any** sexual behavior or inappropriate sexual comments from an adult towards a student.

Any student who believes that they have been the victim of sexual harassment by an adult or who has questions or concerns about this issue, should seek the help of another adult whom they trust, such as a teacher, counselor, nurse, psychologist, parent/guardian, or building administrator/s.

The Principal should be advised of the concern and a follow-up will occur to include a prompt investigation when appropriate. This investigation will be conducted discretely while maintaining confidentiality insofar as possible.

If it is determined that an adult has sexually harassed a student, serious disciplinary action towards the adult may occur. If the complainant is a minor student, the Principal must contact the Superintendent to consider whether a child abuse report should be completed.

2. When the offender is a student

Sexual harassment is **unwanted** sexual attention from anyone with whom the student may interact in the course of receiving an education in school or at school sponsored activities. Any student who believes that they have been the victim of sexual harassment by another student or who has questions about this issue, should seek the help of an adult whom they trust, such as a teacher, counselor, nurse, psychologist, parent/guardian, or building administrator/s. Any report of sexual harassment will be investigated by the building administration.

If it is determined that a student has sexually harassed another student, the possible consequences to the offending student may include:

Conference with students	Community service	Parent conference
Detention	Apology to the victim	Expulsion
Suspension	Referral to the police	

Reprisals, threats or intimidation of the victim will be treated as serious offenses, which could result in a permanent separation from the school through expulsion for student offenders.

32.0 HAZING

Hazing is prohibited at all times in accordance with Board Policy 5114, Student Discipline/Exclusion. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of physical or emotional harm to a person, in order for the student to be initiated into or affiliated with a student organization or any other purpose.

The term *hazing* includes, but is not limited to:

1. Any type of physical brutality.
2. Any type of physical activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity that intimidates or threatens the student with ostracism, subjects a student to shame or humiliation that adversely affects the mental health or dignity of the student, or discourages the student from remaining in school.
4. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

Note: The school district will act to investigate all complaints of hazing and those involved will be subject to disciplinary action up to and including expulsion.

33.0 HOMEWORK

33.1 Homework Requirements

Homework is an important part of the educational process. Departmental policies have been established to determine the amount and kind of homework associated with each course offering. Since the nature of courses varies widely, the amount and nature of the homework will also vary. No major projects will be due within a week following a school vacation period (December and/or April), and no major test will be given the day following a vacation week. Teachers will inform students of what the homework requirements are and how they are included in grade determination.

33.2 Student Request for Homework

On occasion, students or their parents/guardians will ask for assignments that cover several school days. These requests will be necessary because of illness or other reasons deemed acceptable by the administration. Therefore, homework requests (class assignments) will be processed for any student who will be absent from school due to illness or other administratively approved reasons for a period of three

(3) or more days. Requests received at the school office prior to 12:00 noon on the second day of the student's absence will be processed and ready for pick-up after 2:15 on the following day. Requests to teachers will come from the high school office. Parents/guardians and students are encouraged to regularly check their teachers' Google Classrooms for homework updates as well as classwork.

34.0 KNIVES

Students may not carry or bring knives to school. If course requirements or projects dictate the carrying of a knife or other sharp implement, it should be under specific direction of a teacher and the sharp surface should always be covered by a protective material. Students who violate this policy will be subject to the following: suspension up to ten days, possible expulsion, and police referral.

35.0 LIBRARY MEDIA CENTER

The Mary A. Kingsbury Library Media Center (LMC) and the Virginia Knox Reading Room is a place for students and staff to read, research and relax. The library is open Monday, Tuesday, Wednesday and Friday from 7:00 AM to 3:50 PM and Thursday from 7:00 AM to 2:06 PM. Our library offers access to 18 paid online research databases, thousands of print and e-books for research and pleasure reading, as well as graphic novels, DVDs, and print magazines. A copier is also available for student use.

Students using the library are expected to maintain an atmosphere conducive to quiet study. With the exception of bottled water, the library is a food free area. Failure to abide by these expectations may result in a disciplinary referral and possible loss of library privileges.

Grade 9 students assigned to study hall elsewhere in the building may use the library if they have library related work to do. To do so, they should go to study hall first, obtain a pass from the study hall teacher, sign in at the main desk upon arrival, and sign out at the end of the period. Mentor study hall students follow the same procedure except that they use a green pass, and they may return to their study hall upon completion of their work. Upperclassmen may use the library during a free period, but they must arrive before the bell rings or bring a pass. All students are expected to remain in the library for the last 10 minutes of any period.

During free periods, students who need to do library related work can EITHER:

1. go to the library first and then go to the cafeteria.
2. obtain a yellow pass from an administrator and proceed to the library. Students must sign in on the designated clipboard when they enter the library, and remain in the library until the end of the period.

Borrowing Procedures:

- Students may borrow books for 20 school days at a time.
- Renewals are possible if no one else has reserved the materials.
- Students must return all books by due date.
- Late/Lost/Damaged Books:
 - Students who have lost or damaged a book must pay the current replacement cost. Books not returned by their due date will be considered lost and students will be charged the current replacement cost for those books. If the books are returned in acceptable condition, there is no cost to the student. Disciplinary action may be taken if outstanding fees are not paid after attempts to collect them are unsuccessful. New items may not be checked out until overdue books are returned and/or outstanding fees are paid. Students must return all books and pay all outstanding debts by the end of each school year.

36.0 LOCKERS

Students are assigned lockers in their freshman year and retain the same locker for their four years at GHS. Students are responsible for maintaining the condition of their lockers both inside and out. Students may not write anywhere in the locker or apply any stickers or other non-removable materials, but may tape tasteful pictures, etc. in the locker. Any damage or graffiti should be reported to the office immediately. Unless blame can be established elsewhere, the person assigned the locker will be held responsible for any damage and will be charged accordingly. Students must keep their lockers locked at all times. **Students are required to completely clean out their lockers before the end of each school year.**

The lockers are not intended for the storage of valuable personal items other than clothing and books. **The school is not responsible for the loss of items from the locker.** Since the locker is the property of the school, provided for student use during their four years, school authorities have the right to open lockers in case of an emergency or suspicion of illegal activity or a violation of school policy.

Students are not to tamper with or alter the locking mechanism nor otherwise change the normal functioning of the locker. Such tampering will be considered vandalism and the student will be charged for lost or broken parts and be subject to disciplinary action up to and including suspension from school. Students who share lockers or move to other locations are subject to disciplinary action.

37.0 LOITERING IN HALLWAYS AND STAIRWELLS

Students will not be permitted to loiter in any hallways or stairwells. All students are expected to proceed to their destination in a timely manner.

38.0 LOST OR STOLEN ITEMS

Books or other school materials that are lost or stolen should be reported immediately to the teacher or person who has issued the item. When feasible, the student will be issued a replacement after paying for the lost/stolen item or receiving a waiver from a school administrator. Personal items believed stolen should be reported promptly to the staff member in charge of the area or activity. Valuable items should never be brought to school. If they are, they should never be left unattended or in a locker. Missing property should be reported immediately to the security supervisor. The student will be given the opportunity to report the loss to the Glastonbury Police Department. Lost items that have been found should be placed in "lost and found" in the office. If unclaimed at the end of each semester, these items will be donated to a charitable organization.

39.0 MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

(formally SRBI and PBIS)

Glastonbury Public Schools is committed to supporting the whole student. The Connecticut State Department of Education requires school districts to use a framework to address student needs. The framework we use for this support is known as Multi-Tiered System of Supports (MTSS). MTSS ensures all students receive the appropriate level of support for academic, behavioral, and social-emotional needs.

MTSS components include:

- High-quality curriculum and instruction in the general education setting (Tier 1).
- Universal common assessments used to assess students' grade-level progress.
- Research-based interventions for students who require additional academic or behavioral support or enrichment to make educational progress (Tier 2 and/or 3).
- Data used to determine student progress.

MTSS is designed to meet the unique needs of students in a flexible and customizable way. This approach is collaborative and team-based, driven by data, and can assist with special education decisions. By critically evaluating our Tier 1 strategies and regularly reviewing benchmark and screening data, we can identify which students may need additional support to be successful.

40.0 NATIONAL HONOR SOCIETY

Glastonbury High School maintains a chapter of the National Honor Society. The procedure for applying for the National Honor Society will begin at the end of the second marking period with induction in early May. Annually, juniors and seniors are elected to this organization under the following guidelines.

1. To be eligible, juniors and seniors must have achieved a cumulative GPA average of 3.50 or better.
2. Any student found guilty of cheating will be ineligible for eighteen months following the offense.
3. Any student suspended for a total of six or more days (for one event or a series of actions) in one school year will be ineligible for induction that year.

Rules for Induction

1. Eligible students will be voted on by the faculty and administration with regard to the individual student's service, leadership, and character.
2. A faculty committee will then vote on the student's resume that lists activities of leadership and service and references for each.
3. A student who receives the cumulative average necessary for membership will then be inducted into the National Honor Society.

Rules for Expulsion

1. Any student found guilty of cheating will be expelled from the National Honor Society.
2. Any student suspended for a total of six or more days (for one event or a series of actions) in one school year will be expelled from National Honor Society.
3. Members who fall below the standards which were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency. However, in the case of flagrant violation of school rules or civil laws, a member does not necessarily have to be warned.

41.0 OFF-CAMPUS

Students may not leave the school grounds during the school day except with a pass issued or authorized by a building administrator. The penalties for leaving campus without authorization are as follows:

- First offense: three (3) Saturday detentions
Second offense: three (3) days suspension and possible loss of parking privileges
Third offense: five (5) days suspension and possible loss of parking privileges
Subsequent offenses will result in a ten (10) days suspension.

42.0 OFFICE HOURS

School office hours are in effect as listed below:

- | | |
|---------------------------------------|-----------------------|
| Main Office School Year: | 7:00 a.m. - 4:00 p.m. |
| Summer and Vacation: | 7:30 a.m. - 3:00 p.m. |
| Health Office School Year: | 7:30 a.m. – 2:45 p.m. |
| School Counseling Office School Year: | 7:00 a.m. - 3:30 p.m. |
| Summer and Vacation: | 8:00 a.m. - 3:00 p.m. |

43.0 PARKING AND DRIVING

43.1 Student Driving

Glastonbury School System maintains an adequate fleet of buses to transport students to and from school. Students needing transportation are encouraged to use this bus system in the interest of efficiency and the conservation of energy. Under certain circumstances it may be necessary for some students to drive to school. This is an individual decision to be made between student and parent.

Students who wish to drive to school must possess a driver's license, sign a statement acknowledging their awareness of and compliance with the driving regulations in effect at Glastonbury High School, and obtain a 2024-2025 parking tag for a \$100.00 non-refundable fee in the main office. Only one tag will be issued for each individual applying. The tag number must be visible at all times. Students who lose their tags will not have them automatically replaced. Replacement tags may be purchased for a nominal fee. They may not park at school until the loss has been reported and investigated. Students may only park in designated student parking areas as indicated on the map provided with the parking permit application. Parking permits are non-transferrable and may not be shared and must be turned in the office if a student is no longer attending GHS.

Students are reminded that parking along Hubbard Street, in the YSB parking lot, on the west side of the building, or the office complex at the corner of New London Turnpike and Hubbard Street is prohibited. Violators will be ticketed.

Students who drive to school and who have not obtained a valid Connecticut driver's license will be subject to police action and permanent loss of driving privileges on campus for the balance of their high school career. Students may not ride or drive to school using unlicensed motor vehicles such as scooters, mopeds, etc. Therefore, these vehicles may not be parked on campus.

43.2 Parking and Traffic Regulations

1. Motor vehicles driven in the school driveway and parking lot are not to exceed ten (10) miles per hour.
2. Students who violate the speed limit, fail to display a parking permit, leave the school grounds without authorization, park in a restricted area, or drive dangerously will forfeit their privilege to park on school grounds. The parking fee will not be refunded. Where appropriate, referral will be made to the Glastonbury Police Department.
 - a. Under the direction of the Glastonbury Police Department, illegally parked vehicles may be towed.
 - b. Motor vehicles are to be locked when left in the parking lot.
 - c. Students may not return to their cars or other cars during the school day except to leave with an early dismissal or written permission from the office. Owners/drivers of motor vehicles in the parking lot may not allow others to go to their cars during the school day.
 - d. Parking spaces available for student use are limited. Parking is not permitted along driveways or on the fields. A parking slot is defined as an area between two painted lines.
 - e. The driveways and lots in front of the school are off limits to student parking.
 - f. Students may not park in designated staff parking areas.
 - g. A diagram of the appropriate parking areas will be distributed at the time of vehicle registration.
 - h. Students should report any motor vehicle accident on school property to the main office immediately.
 - i. Students may not park in the private lots or on the private properties surrounding the school. Failure to comply with this regulation will result in a Saturday detention and the loss of parking privileges for the first offense. Subsequent offenses may result in a suspension.
 - j. Students who drive to or from school grounds and have other students in their vehicle illegally, (i.e., 16 or 17-year-olds who have not held a driver's license for 12 months), will be subject to

disciplinary action.

Any student who is subject to any police enforcement action (arrest) on or off school grounds for the possession and/or use of alcohol and/or drugs in connection with the use of a motor vehicle will forfeit his/her parking privileges and non-refundable fee.

43.3 Penalties for Improper Parking or Reckless Driving

Students who park on campus without a tag affixed to their windshield, park outside a designated slot/area, exceed the speed limit, or drive dangerously will be subject to the following disciplinary measures:

Parking (non-moving) Violations with a Parking Permit (i.e. parking in unauthorized areas, using an old parking permit, etc.)

1. First offense: Written warning issued
2. Second offense: Saturday detention
3. Third offense: Loss of parking/driving privileges

Parking (non-moving) Violations without a Parking Permit

1. First offense: Written warning issued
2. Second offense: Saturday Detention
3. Third offense: Loss of future parking privileges and possible suspension
4. Further offenses: Student will be sent home and required to find other transportation for return to school

Moving Violations

Depending on the severity of infraction, multiple Saturday detentions, possible suspension, loss of driving/parking privilege, and police referral at the discretion of the assistant principal.

44.0 PARKING LOT LOITERING

The parking lot is off limits to all students during the school day. Students may not go to any vehicle, including their own, except upon departure from school. Students loitering in the parking lot, sitting in a vehicle during the school day, or violating the regulations governing the use of automobiles will have their privileges suspended and be subject to other disciplinary action.

45.0 PASSES

Passes ensure a quiet and orderly atmosphere in areas where classes are being conducted. The general guidelines for their issuance follow:

1. Students who are moving from the main office, the guidance office, cafeteria, or the library to another area in the building must leave with a pass.
2. Students who have been detained from some regular assignment or class by a staff member must ask for a pass that will serve as an explanation for their late arrival to the next assignment.
3. Students moving from the cafeteria to any other part of the school must procure passes from the administrator or teacher on duty there.
4. Passes may be issued to go to the main office, library, lavatory, nurse, guidance, a department workroom, or the math, computer, and writing labs from the cafeteria.
5. Students who wish to visit the library during their lunch period must either report to the library at the start of the period or obtain a pass from the cafeteria to the library.

The penalty for being in the hall without a pass is one (1) detention. The penalty for the misuse/forgery of a pass is a minimum of two (2) detentions.

46.0 POSTERS/FLYERS/SURVEYS

46.1 Posters/Posting Materials

Only posters related to activities sponsored by an official Glastonbury High School club or class may be posted in designated areas throughout the school. Whenever a poster is to be placed on a bulletin board, the sponsoring class, club or person must be identified on the poster. Otherwise, the poster will be removed. Permission of the principal or designee is required before placing any posters in the school.

46.2 Flyers/Surveys

Any flyers or surveys that are distributed to students must be pre-approved by the principal or designee.

47.0 REPORT CARDS

In lieu of formal reports cards, end of quarter grades are available on the PowerSchool Parent Portal. End of quarter grades are available approximately three days after the close of the marking periods.

47.1 Expected Close of Marking Period Dates

November 4, 2024

January 22, 2025

March 31, 2025

June 10, 2025

47.2 Report Card Symbols and Notations

The following symbols and notations are used on the report cards:

Achievement

A = Very High

B = High

C = Average

D = Low

F = Failing

I = Incomplete

P = Pass (only seniors taking on a pass/fail basis)

Comments relating to the student's attendance and work will be displayed on the Parent PowerSchool Portal. Parents/guardians may access their child's grades at any point in the year via the online PowerSchool Parent Portal. Progress reports are no longer mailed home. Links to more information on accessing the parent portal are available on the district website, www.glastonburyus.org.

48.0 RESIDENCY REQUIREMENTS

Parents or legal guardians of students new to Glastonbury must present proof of residence before registering new students at Glastonbury High School. Residency must conform to all Connecticut laws and Glastonbury Board of Education policies and is subject to administrative review and verification.

49.0 SCHOOL ETIQUETTE

The general attitude of students and faculty toward each other should be one of respect and consideration at all times. All are expected to accept the role of well-mannered people, not only in classrooms, but also in the hallways, during unassigned time, and at activities such as sports events, musical programs, and other social gatherings.

Students are reminded that public demonstrations of affection are inappropriate in the school setting. Students are expected to help maintain a clean environment by picking up their trash and refraining from creating messes through spills, spitting, or other unmannerly behaviors. Students who act inappropriately are subject to disciplinary action up to and including suspension.

50.0 SKATEBOARDS, ROLLERBLADES, ROLLERSKATES, WHEELIES

Skateboards, rollerblades, roller skates, or shoes with embedded wheels may not be brought to school. Their presence in the building poses a potential safety problem and potential disruption for other students.

51.0 STUDENT ID CARDS

Student ID cards are required for purchasing tickets and for borrowing library materials, as well as for identification purposes. Students are expected to carry their ID cards and to show them to school personnel upon request. Failure to present a valid student ID to an administrator at any school event will result in removal from the event and possible disciplinary action. The cost to replace a lost student ID or to procure one after the September distribution of an original ID is \$10.00. Replacements can be obtained in the main office. New ID cards will be issued to students in their freshman and junior years and be valid for a two-year period of time.

52.0 STUDY HALL ATTENDANCE AND BEHAVIOR

52.1 Ninth grade Students

All ninth-grade students who do not have a scheduled class will report to a designated study hall. The assigned teacher will take attendance. All assigned study halls are quiet study areas. Students must come prepared to study by themselves with all necessary books and materials. If students have no homework, they should bring reading material to make productive use of their time. They will not be allowed to distract other students.

Students assigned to a study hall can use these areas; however, they must first report to their designated room to check in and obtain a pass from the study hall teacher:

Library: Students may use the library during study hall time. They must obtain a pink pass from the study hall teacher before coming to the LMC. Once they arrive, they should sign in at the circulation desk and sign out at the end of the period. They should remain in the LMC for the rest of the period.

Math Center/World Language Multimedia Center/Reading & Writing Center: Students must obtain a pink pass from the study hall teacher before going to any destination. Once they arrive, they should sign in at the designated area.

52.2 Upperclassman

Any upperclassman assigned to a study hall is required to follow these rules and procedures. Failure to do so will result in disciplinary action. Students assigned to a study hall can use these areas:

Library: Students may use the library during study hall time. They must report directly to the library, sign in at the beginning of the period, and sign out at the end of the period at the circulation desk. Once they arrive, they should sign in at the circulation desk and remain in the LMC for the rest of the period.

Math Center/World Language Multimedia Center/Reading & Writing Center: Students may report directly to the lab and sign in at the designated area.

Students who leave any of these areas prior to the dismissal bell will receive the usual penalty for cutting a class.

Study hall teachers **will not** give passes to the gym, to the library, or to work rooms. Once a student reports to study hall, he/she is to remain there. Students may also use study hall time to work with teachers who have the same unassigned period. The students must first, however, gain permission from that teacher. The teacher may then give the student a pass from study hall for a designated time or may have the student come in at the beginning of the period and return by pass to the study hall.

53.0 SUBSTANCE ABUSE

Substance abuse is a serious problem which adversely affects the educational process. It is the policy of the Board that all school buildings and property be alcohol and drug free. The use, sale, distribution or possession of such substances, drug paraphernalia or alcohol on school property or at school events is prohibited. It is the policy of the Board of Education to take positive action through education, intervention, counseling, parental involvement, medical referral and, where appropriate, law enforcement referral, in the handling of incidents in the schools, on school property, or at school-sponsored activities involving the possession, distribution, sale or use of substances that affect behavior. The Board complies with all applicable State and Federal statutes and utilizes definitions found in Connecticut General Statutes 21A-240 and 21A-243 in establishing this policy.

The family, religious organizations, community health services, youth and family services, and concerned citizens must play a role if our goals are to be accomplished. We support sharing approaches and programs with other districts and institutions and recognize that these problems neither begin at the school door nor end at the district boundaries. The solutions to the difficult problems of substance abuse need to be approached by society as a whole.

The following programs have been established to deal with substance abuse:

PREVENTION An educational process that promotes the development of healthy self-esteem, and provides students with information and opportunities to learn how to make responsible decisions regarding substance abuse. An organized support system for students who have experienced problems with substance abuse and are seeking help to abstain.

INTERVENTION A process by which staff members deal with a student's drug/alcohol use as it impacts on school behavior or performance. The goal of intervention is to help the student receive appropriate corrective measures.

SUPPORT An organized support system for students who have experienced problems with drug/alcohol use and are seeking help to abstain.

Nothing in the policy prohibits students taking medications in accordance with school rules and if applicable, physician's orders.

The following guidelines have been established for implementing these programs:

1. The principal of each school building is responsible for the correct observance of federal and state statutes and the publication, implementation and provision to students and parents/guardians of all school regulations, policies and procedures relating to substance abuse on or off school property and at school-sponsored activities.
2. In the interest of the health and safety of all students, school property including desks and lockers may be inspected by school authorities, with notice when possible, for maintenance. When there is individual reasonable suspicion that a student has violated or is violating the law or the rules of the school, the administration may conduct a search of a student's locker. The administrators will surrender any contraband materials found to the police. Students will be made aware through the Student Handbook that for maintenance or reasonable suspicion inspections may occur. (see policy 5145.12)
3. Signs may be posted on the street to indicate schools are drug free zones. In addition, appropriate signs may also be posted in school buildings.

4. Violation of this policy will result in clear and consistent consequences as outlined in the attached regulations. Personal privacy rights of students shall be protected as provided by law.

5. Drug and alcohol abuse is a community problem. The Glastonbury School System will participate in a coordinated plan of action with the community for dealing with this problem. This plan will provide for follow-up of students found to be using drugs or alcohol and will include involvement of school, family, and community in selecting the appropriate alternatives for assistance. Follow-up may include:

a. Administrative referral of the student to the Glastonbury Youth and Family Services and provision of resources and information regarding appropriate agencies licensed to assess and treat drug/alcohol involved individuals, and;

b. Notification of law enforcement officials when a student is found in possession of drugs or alcohol on school property or at school sponsored activities.

6. The study of drugs and their effects shall be a part of the total school program.

7. There shall be an ongoing program of instruction for staff members in the recognition of drug abuse and procedures for proper notification of the principal when student behavior indicates possible drug abuse.

8. Biennial reviews of this drug and alcohol policy will be conducted to ensure that it is being implemented consistently throughout the school system.

I. PREVENTION THROUGH EDUCATION

An educational process that promotes the development of healthy self-attitudes and provides students with information and opportunities to learn how to make responsible decisions regarding drug/alcohol use.

A. Curriculum & Instruction

1. Planned, ongoing and systematic drug/alcohol education is the primary means of preventing substance abuse by students. Accordingly, information about alcohol, tobacco (see Board Policy 5131.7), and other drugs as they affect a student's health, education, character, personality and citizenship will be offered in grades K-12. Learning objectives are outlined in the Health, Science and Social Studies curriculum guides.

2. Information on the effects of drug/alcohol use is provided to all students in their student handbook. Student athletes receive additional information in the student athlete handbook.

B. Reinforcement

Glastonbury Public Schools and community offer many other programs and activities to maintain a consistent "no use" messages to our students. Examples of these programs include:

- Peer Educators
- Drug Awareness "Red Ribbon" Week
- Students Against Destructive Decisions (SADD)
- Guest Speakers
- Parent/Guardian Programs and Information
- Coffee House Project

In addition, Glastonbury Public Schools is committed to providing co-curricular activities which provide students with a safe environment.

C. Staff Role Modeling

Staff members are trained and encouraged to present a clear and consistent message to our students about the harmful effects of drugs/alcohol.

II. INTERVENTION

A process by which staff members deal with a student's drug/alcohol use as it impacts school behavior or performance. The goal of intervention is to help the student receive appropriate corrective measures.

A. Student Possession or Use of Alcohol

No student shall possess, use, be under the influence of, purchase, sell, or transfer any alcoholic beverage on school property, at any location of a school-sponsored activity, or en route to or from school or a school-sponsored activity. No student may ingest alcohol before arriving on school property or at a school-sponsored activity. Violation of this policy shall constitute reason for disciplinary action including suspension or expulsion from school and/or co-curricular activities and forfeiting of school leadership positions.

Student who has ingested alcohol or suspicion thereof:

1. Staff member shall report the student suspected of having ingested alcohol to the administrator/designee immediately.
2. Administrator/designee will determine the appropriateness of involving the school nurse for emergency medical intervention.
3. When an administrator has reasonable suspicion that a student has ingested alcohol at or before school or a school-sponsored event, the student shall be given the option to take an alcohol detection test. If screening results are negative, no action shall be taken. However, if the student tests positive or if the student declines to take the test when reasonable suspicion exists, the student shall be subject to appropriate disciplinary action as set out in the district's disciplinary policies.

Reasonable suspicion shall refer to observed use or possession of alcohol, apparent physical state of impairment of motor functions, marked changes in personal behavior not attributable to other factors, or involvement in, or contribution to, an accident where the use of alcohol is reasonably suspected or student involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury, or for any observable indicator of alcohol use such as smell or appearance.

The Superintendent/designee shall develop a process to reasonably ensure reliability of the screening instrument used, appropriate training for administrators, and security of the sample once obtained. Access to screening results shall be restricted on a need-to-know basis to those persons designated by the Superintendent.

4. If it has been determined that the student is under the influence of alcohol, the administrator/designee will notify the parents/guardians and request they come to the school. If the parents/guardians are reluctant to come to the school and the student requires prompt assistance, every effort will be made to encourage the parents/guardians to come to school and seek assistance for the student. If the parents/guardians still refuse to act on behalf of the student, it will be explained that a medical neglect report will be filed with the Department of Children and Families (DCF) in accordance with state regulations.

5. Administrator/designee may notify police.
6. Student will be referred to the Counseling Department for follow-up and support.

Penalties for alcohol possession or use on school grounds or at a school sponsored activity:

1. Five to ten day suspension; or three to seven day suspension with satisfactory attendance in a substance abuse prevention program. Involvement in this program shall require parental notification and attendance at all sessions. The content of the sessions shall include orientation, self-assessment of substance use, risk factors which predispose a youth to substance abuse problems, and follow-up. If the student misses any sessions, administrative discretion shall be exercised for having the student serve any portion of the waived days of suspension. Students attending the program are promised confidentiality under the limits of the law. In situations where child abuse or dangers to someone's life (possible suicide or homicide) are an issue, appropriate action according to school policy and state law will be followed.
2. During the time of suspension, the student may not participate in co-curricular activities sponsored by the school, or in school related activities.

B. Student Possession, Use, Purchase, or Sale of Drugs

No student shall possess, use, be under the influence of, purchase, sell, or transfer any drug or drug facsimile, or other substances intended to impair normal cognitive and/or psychological functioning on school property, at any location of a school-sponsored activity, or en route to or from school or a school sponsored activity. No student may use drugs before arriving on school property or at a school-sponsored activity. Violation of this policy shall constitute reason for disciplinary action including suspension or expulsion from school and/or co-curricular activities and forfeiting of school leadership positions.

Student under influence of drugs, drugs facsimile, other substances intended to impair normal cognitive and/or psychological functioning or reasonable suspicion thereof:

1. Staff member shall report the student suspected of being under the influence to the administrator/designee immediately. Reasonable suspicion shall refer to observed indicator of use or possession of a drug, drug facsimile, or other substance intended to impair normal cognitive and/or psychological functioning, apparent physical state of impairment of motor functions, marked changes in personal behavior not attributable to other factors, or involvement in, or contribution to, an accident where the use alcohol is reasonably suspected or student involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury, or for any observable indicator of alcohol use such as smell or appearance.
2. Administrator/designee will determine the appropriateness of involving the school nurse for emergency medical intervention.
3. If it has been determined that the student is under the influence of drugs, the administrator/designee will call parent/guardian and request they come to the school. If the parents/guardians are reluctant to come to the school and the student requires prompt assistance in relationship to the drug problem, every effort will be made to encourage the parent/guardian to come to school and seek assistance for the student. If the parent/guardian still refuses to act on behalf of the student, it will be explained that a medical neglect report will be filed with the Department of Children and Families (DCF) in accordance with state regulations.
4. Administrator/designee will notify police.

5. Student will be referred to the Counseling Department for follow-up and support.

Penalties for use of drugs or drug facsimile possession, use, sale; or for use or distribution of other substances intended to impair normal cognitive and/or psychological functioning on school grounds or at a school-sponsored activity.

1. Ten-day suspension and satisfactory attendance at a Substance Awareness Program. Involvement in this program shall require parental notification and attendance to all sessions. The content of the sessions shall include orientation, self-assessment of substance use, risk factors which predispose a youth to substance abuse problems, and follow-up. Students attending the program are promised confidentiality under the limits of the law. In situations where child abuse or dangers to someone's life (possible suicide or homicide) are an issue, appropriate action according to school policy and state law will be followed.
2. During the time of suspension, the student may not participate in co-curricular activities sponsored by the school, or in school-related activities.
3. Administrator/designee may recommend a 90-day expulsion for the first offense and will recommend a 90-day expulsion for subsequent offenses.

Penalties for possession of drugs or drug facsimile, or other substances intended to impair normal cognitive and/or psychological functioning on school grounds or at a school-sponsored activity.

1. Ten-day suspension.
2. During the time of suspension, the student may not participate in co-curricular activities sponsored by the school, or in school-related activities.
3. Administrator/designee may recommend a 90-day expulsion for the first offense and will recommend a 90-day expulsion for subsequent offenses.

Penalties for purchase or transfer of drug or drug facsimile, or other substances intended to impair normal cognitive and/or psychological functioning on school grounds or at a school-sponsored activity.

1. Ten-day out of school suspension.
2. During the time of suspension, the student may not participate in extracurricular activities sponsored by the school, or in school-related activities.
3. Administrator/designee will recommend a 90-day expulsion. The Board of Education may modify the expulsion on a case-by-case basis with required conditions met. (see Connecticut Statutes Section 10-233d)

Penalties for sale or distribution of drug or drug facsimile, or other substances intended to impair normal cognitive and/or psychological functioning on or off school grounds.

1. Ten-day out of school suspension.
2. During the time of suspension, the student may not participate in extracurricular activities sponsored by the school, or in school-related activities.
3. Administrator/designee will recommend a 180-day expulsion. The Board of Education may modify the expulsion on a case-by-case basis with required conditions met. (see Connecticut Statutes Section 10-233d)

Athletics/Co-Curricular Activities

The Glastonbury Board of Education and Glastonbury Administration, and Glastonbury High School Athletic Department are committed to achieving an environment free of substance abuse in our schools. While this goal cannot be achieved by the school district alone, regardless of

funding, staff ability, or program development, the GHS Athletic Department and GHS Administrative Team will provide students with preventative and intervention support and education.

A student who possesses or uses alcohol or drugs, drug facsimile or other substances intended to impair normal cognitive and/or psychological functions at any time during the school year will be subject to suspension or dismissal from any school sport team as described in the Student Athletic Handbook. In addition, the student will forfeit leadership roles in co-curricular clubs and activities, and may be dismissed from those activities.

C. Voluntary Disclosure

If a student voluntarily confides in a teacher about a drug/alcohol use problem:

1. The staff member, if concerned about the student's health, may seek assistance from the school nurse.
2. The staff member who is informed of a drug/alcohol problem may, at the insistence of the student, maintain the confidence within the limits of his/her professional code of ethics, consistent with the laws of confidentiality (see Board Policy 5145.13). Nevertheless, the staff member must make every effort, to guide the student to the help that is needed.
3. The staff member may, without disclosing the name of the student, obtain advice and information on resources available to the student.
4. Any staff member who obtains physical evidence in the form of drugs/alcohol must surrender these materials to the school principal/designee immediately. The staff member is not required to surrender the name of the student from whom the evidence is obtained. The principal/designee will then surrender the materials to the police.
5. If the student will allow disclosure of the drug/alcohol problem, the staff member will report it to the building principal/designee. The building principal/designee will, upon confirmation of a drug/alcohol problem by a student under 18 years of age, hold a conference with the student's parents/guardians. Corrective action will be developed with the cooperation and the consent of the parents/guardians and the student. The parents/guardians will be given a written copy of the conference minutes and recommendation for corrective action. Copies of the conference will be kept in a confidential file.
6. If the parent/guardian is reluctant to come to the school and the team determines that the student requires prompt assistance in relationship to the drug and alcohol problem, every effort will be made to provide and encourage the parent/guardian to come to school and seek assistance. If the parent/guardian refuses to act on behalf of the student, it will be explained that a medical neglect report will be filed with the Department of Children and Families (DCF) in accordance with the state regulations.

D. Involuntary Disclosure

When information relative to drug/alcohol use is brought to the attention of staff members through routine school activity, such information is considered involuntary disclosure and laws of confidentiality do not apply.

1. The staff member will report information immediately to the principal/designee.
2. Staff members who obtain physical evidence in the form of drugs/alcohol from a student are required to turn the evidence over to the building principal/designee immediately. The principal/designee will then surrender the materials to the police. If the staff member obtains the material from a specific student, the student's name must be disclosed to the principal/designee.
3. The building principal/designee will, upon confirmation of a drug/alcohol problem by a student under 18 years of age, hold a conference with his/her parents/guardians. Corrective action will be

developed with the cooperation and the consent of the parents/guardians and the student. The parents/guardians will be given a written copy of the conference minutes and recommendation for corrective action. Copies of the conference will be kept in a confidential file.

4. If parent/guardian is reluctant to come to the school and the team determines that the student requires prompt assistance in relationship to the drug and alcohol problem, every effort will be made to provide and encourage the parent/guardian to come to school and seek assistance. If the parent/guardian refuses to act on behalf of the student, it will be explained that a medical neglect report will be filed with the Department of Children and Families (DCF) in accordance with state regulations.

III. SUPPORT

An organized support system exists for students who have experienced problems with drug/alcohol use and are seeking help to abstain.

Administrators and school teams have a variety of options for offering support to students experiencing problems with drug/alcohol use. Administrators may use discretion in choosing support based on availability and age appropriateness.

Students may be provided resource information and referred by the school team to the following:

A. In-School Support:

1. School Counselor
2. School Psychologist
3. School Nurse

B. Out-of-School Support

1. Youth and Family Resource Center
2. Other Resources

C. Special school programs for support

1. Support class for students
2. Peer Educators
3. Student Intervention Team (SIT)
4. After school class
5. Counseling groups

54.0 TESTS - RETURN POLICY

Tests are used to measure student understanding and to allow students to learn from errors made.

1. All students will have tests returned so they may review them in class for remediation.
2. Parents/guardians may request to review any test. Teachers will make arrangements to share the student test in such a way as to ensure the security of the exam.
3. No standardized test requiring security by the publisher may be sent home.
4. Before semester and final exams, teachers will allow students to have the original test and/or study questions based on those tests to study for the exam.

55.0 THEFT

Students are responsible for safeguarding their personal belongings at all times whether in their assigned lockers, classrooms, or in any other school location.

55.1 Stealing

Anyone who steals or vandalizes property belonging to another student, staff member, or the school will receive a minimum of one (1) Saturday detention and may be subject to disciplinary action up to and including suspension from school and police notification.

55.2 Attempted Theft

Any student determined to be involved in an attempted theft will be subject to disciplinary action up to and including suspension.

56.0 THREATS OF VIOLENCE

Glastonbury Public Schools takes written and verbal threats of violence and talk of weapons seriously. Students often make empty threats. But when a student uses words such as "shooting" or "gun" or "bomb" in a threatening way, it starts a necessary chain of events. This may involve investigations and interviews inside and outside of school. Often Glastonbury Police will conduct home visits to determine if the student/family has access to weapons. We also engage school and community resources such as counselors, psychologists, and social workers to support these students and their families. Incidents like these cause alarm and fear for members of our school community. Please talk to your children about the significant consequences of threatening school violence. Please ask your children to seek support from you or a trusted staff member when they are struggling. See [Board of Education Policy/Regulation 5114](#) for more information on student discipline.

57.0 TOBACCO POLICY

57.1 Smoking and Possession of Tobacco

In accordance with law and to promote the health and well-being of all students and employees, the Board of Education prohibits all students, employees, and patrons from smoking, using tobacco or tobacco products in school facilities, buildings and buses or other District transportation at all times, including athletic events (indoor and outdoor) and meetings. This prohibition extends to all facilities the district owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivering systems, vapor products, chemicals or devices that produce the same flavor or physical effect of nicotine substance; and any other tobacco or nicotine innovations. Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

Anyone who is found smoking or in possession of tobacco products will be subject to the following disciplinary consequences: First offense - three (3) days suspension, Second offense - five (5) days suspension, Third offense - ten (10) days suspension, Fourth offense – expulsion.

58.0 UNASSIGNED TIME

58.1 Classes of 2025, 2026, 2027

All sophomores, juniors and seniors will be given the privilege of unassigned time when their schedules permit. They may only be in authorized areas during unassigned time. Students who are given permission to drop a sixth course will be required to attend study hall in lieu of that class.

58.2 Class of 2028

All freshmen will be assigned to study halls during their unassigned time (see 51.1).

59.0 UCONN EARLY COLLEGE EXPERIENCE

The Early College Experience (ECE) program provides students enrolled in designated courses the opportunity to earn college credit through the University of Connecticut. Students who complete the ECE application process and earn a “C” or better in the course will receive credit posted to a UConn transcript which may be used at UConn or transferred to other participating institutions. ECE courses at GHS are: AP Biology, AP Environmental Science, Advanced Drawing, AP English Literature, AP English Language and Composition, AP Physics, AP French, AP Spanish, Introduction to Individual and Family Development, and Discrete Mathematics. All students enrolled in these courses will earn high school credit upon the successful completion of the course, but only those who apply to the ECE program will be eligible to earn UConn credit.

Students must apply online at www.ece.uconn.edu and pay tuition in order to be registered. Students who have not completed the ECE application process by October 6, 2023 will not be registered for college credit. Tuition is billed directly through UConn. Additional fees apply for adding or dropping courses. All add and drop requests will have to be completed online by October 6, 2023. Students who drop ECE credit and/or the course after the October 6, 2023 deadline will be processed by UCONN as withdrawals and fees will not be refunded. Additional information regarding the ECE program can be found online at www.ece.uconn.edu.

60.0 VANDALISM

Students may not vandalize school or town buildings, signs, billboards, textbooks, etc. with paint, markers, or any other object that defaces or destroys the surface. Any student involved in this illegal activity will be subject to school disciplinary action up to and including expulsion, police notification, and restitution for damage. If a guilty individual is not found, but a member of a particular class did the vandalism, funds from the treasury of that class will be used. If the guilty individual is not found and it is not clear from which class they are a member, funds from the treasury of Student Council will be used.

61.0 VIDEOTAPING, PHOTOGRAPHY, RECORDING and MEDIA CONSENT

Glastonbury Public Schools is committed to communicating effectively with students, parents/guardians, staff and community members. We take great pride in sharing students’ successes including projects, awards, and other school-based activities both within our school community and with the greater Glastonbury community. Parental/guardian authorization will be secured before sharing any student’s name, work, video image, or audio tape outside of school. Two types of permission slips will be used, one for “external” publications and one for “internal” publications.

External Publications: Before students are featured in the public media (including the district’s web portal), parents and guardians will be contacted for authorization. The permission slip, “Media Release – External Publications,” will be completed and will *specifically identify each instance* in which the student will be featured.

Internal Publications: Throughout the year, our district shares students’ successes with the school community through internal school publications such as school and class newsletters, literary magazines, etc. This information may be shared via emails or flyers sent to parents and guardians or through presentations at school events. The audience for these school communications is limited to school staff, Board of Education members, and families within the Glastonbury Public School community. At the beginning of each school year, parents and guardians will be asked to complete a single inclusive permission slip, “Media Release – Internal Communications,” to cover use of their child’s name, photo,

school work, video image, or audio tape in any internal (within the school community) communications used throughout the school year. Parental/guardian authorization for internal publications will be entered into each student’s file in the district’s PowerSchool database.

The use of any type of camera, video or audio recording devices is strictly prohibited unless specific permission has been granted by a teacher or administrator. Unauthorized use will result in disciplinary action up to and including suspension or expulsion.

62.0 VISITORS

1. Anyone visiting the school for a legitimate purpose must sign in at the front lobby desk. A visitor’s badge will be assigned upon arrival. Visitors must return through the front lobby and return the badge at the end of the visit.
2. Students will not be allowed to have friends or relatives accompany them to school.
3. Graduates who wish to visit teachers are advised to make appointments in advance to visit school after the school day.
4. Unauthorized visitors will be requested to leave campus. Failure to comply will result in police intervention.
5. College representatives seeking to meet individual students (e.g. athletes) must make appointments with those students after the school day.
6. Students who attend alternative educational programs are not allowed on school grounds without prior permission of an administrator.

63.0 PESTICIDE APPLICATION SUMMARY

Our school is required by the state to include a summary of the previous year’s application of pesticides to school grounds. Please see below. Each year you can register to receive email notifications of pesticide application. Registration is included as part of the online Student Information Update system. You will receive an email prior to the start of the school year when the system is open for your review/updates.

School Year	Date of Application	Active Ingredient of Pesticide	Target Pest	Location on School Property	Designee
2023-2024	7/27/23 - 7/28/23	Pylex (Topramezone)	Goose Grass	GHS Fields 11-14	Dr. Kenneth Roy
2023-2024	7/19/23 - 7/27/23	Acelepryn	Grub Control	GHS Fields 3,4,8,9,10,11,12,13 & 14	Dr. Kenneth Roy
2022-2023	6/26/23 - 6/28/23	Tenacity (mesotrione)	Goose Grass	GHS Fields 4,10,11,12,13 & 14	Dr. Kenneth Roy
2022-2023	5/20/23 - 6/2/23	Dimension (dithiopyr), Flumioxazin - Sure Guard, and Three Way, Three Way NR (2.4-D)	Weed Control	Posts, fencelines, backstops, courtyard	Dr. Kenneth Roy
2022-2023	10/4/22-10/6/22	Drive (quinclorac)	Clover Control	GHS Field 10	Dr. Kenneth Roy
2022-2023	8/19/22 - 8/23/22	Dimension (dithiopyr), Flumioxazin - Sure Guard, and Three Way, Three Way NR (2.4-D)	Weed Control	Posts, fencelines, backstops, courtyard	Dr. Kenneth Roy
2022-2023	7/23/22 - 7/30/22	Drive (quinclorac) Three Way, Three Way NR (2.4-D, Mecoprop,	Weeds	Athletic fields 3,4,11,12,13 & 14	Dr. Kenneth Roy

		Dicamba) and Pylex (Topamezone)			
2021-2022	6/24/22 - 6/28/22	Drive (quinclorac) and Three Way, Three Way NR (2,4-D, Mecoprop, Dicamba)	Weed Control	GHS Field 12	Dr. Kenneth Roy
2021-2022	6/20/22 - 6/24/22	Tenacity	Goose Grass	GHS Fields 11, 12 & 13, down centers of field and by player's benches	Dr. Kenneth Roy
2021-2022	5/26/2022	Dimension (dithiopyr)	Crabgrass	GHS Fields 3 & 4	Dr. Kenneth Roy
2021-2022	5/10/2022	Dimension (dithiopyr)	Weed Control	GHS Athletic Field	Dr. Kenneth Roy
2021-2022	8/24/21	Safari Bark Drench	Insects	Oak Tree at the SE Corner of Main Driveway	Dr. Kenneth Roy
2021-2022	8/10/21 - 8/14/21	Confront (trichlopyr; clopyralid), Flumioxazin - Sure Guard, Three Way, Three Way NR (2,4-D, Mecoprop, Dicamba)	Poison Ivy	Perimeter of School	Dr. Kenneth Roy
2021-2022	8/3/21	Enforcer Waps & Hornet Killer	Bees		Dr. Kenneth Roy
2021-2022	7/27/21 - 8/12/21	Drive (quinclorac), Three Way, Three Way NR (2,4-D, Mecoprop, Dicamba)	Weed Control	GHS Fields 3,4,11,14	Dr. Kenneth Roy
2021-2022	7/19/21 - 7/23/21	Acelepryn	Grubs	GHS Fields 2,3,4,6,8,9,10,11,12	Dr. Kenneth Roy
2020-2021	6/28/21 - 6/29/21	Tenacity	Goose Grass	GHS Field 14	Dr. Kenneth Roy
2020-2021	6/24/21 - 6/26/21	Tenacity	Goose Grass	GHS Fields 11, 12 & 13	Dr. Kenneth Roy
2020-2021	6/16/21	Flumioxazin - Sure Guard, Three Way, Three Way NR (2,4-D), Mecoprop, Dicamba)	Weed Control	GHS beds	

64.0 SUMMARY OF DISCIPLINARY PROCEDURES

A student whose conduct in or out of class is inappropriate may be referred to one of the assistant principals by any staff member. It is the policy of the school to notify the student's parents/guardians when disciplinary action has been taken. Although some offenses are dealt with on an individual basis, the following offenses and their penalties will be the same for all students who break the rules. The administration reserves the right to modify penalties based on restorative practices that resolve issues. This list does not include all the rules covered in this handbook.

1. **Alcohol, use or possession:** three (3) to seven (7) days suspension with successful participation in an alcohol awareness program OR five (5) to ten (10) days suspension.
2. **Assault:** ten (10) days suspension, police notification and loss of school privileges.
3. **Bullying:** disciplinary action up to and including suspension. (See Bullying Policy 11.0)
4. **Cafeteria-**

Bringing food (possessing or consuming food and/or drink) outside the cafeteria: two (2) detentions; subsequent offenses will result in Saturday detentions.

Leaving food or trash on cafeteria table: minimum of one (1) detention; **(subsequent offenses)** - disciplinary action up to and including suspension and loss of cafeteria privileges.

- Throwing food in cafeteria: 1st offense:** minimum of one (1) week removed from cafeteria, **subsequent offenses:** loss of cafeteria privileges and disciplinary action up to and including suspension from school.
5. **Cutting Class: 1st offense:** teacher determination, **2nd offense:** two (2) detentions, **3rd offense:** Saturday detention, **4th offense:** two (2) Saturday detentions, **further offenses:** Referral to Student Intervention Team and disciplinary action up to and including suspension and withdrawal from class with a grade of “F”.
 6. **Detention-**
 - Cutting Detention: 1st offense:** one (1) Saturday detention, **2nd offense:** two (2) Saturday detentions or suspension.
 - Missing Saturday Detention for reasons other than illness:** two (2) days suspension, subject to administrative review.
 7. **Disruptive/Inappropriate Behavior** (e.g., horseplay): a minimum of two (2) detentions. Inappropriate behavior (creating an “attractive nuisance”) at school or at a school function will result in disciplinary action up to and including suspension, and the potential loss of attendance at any remaining extracurricular activities.
 8. **Dress code-**
 - Violation: 1st offense:** Administrative warning & clothing change, **2nd offense:** two detentions & clothing change, **3rd offense:** Saturday detention, clothing change & parent meeting. **Subsequent offenses:** disciplinary action up to and including suspension. (see 19.0 for Dress Code)
 - Wearing or carrying a coat, wind breaker, down vest or jacket during school day:** one (1) detention. Repeat offenders are subject to disciplinary action up to and including suspension.
 9. **Drugs, drug paraphernalia, use or possession (including “look-alike” drugs/facsimiles):** ten (10) days suspension; recommendation for 90-day expulsion.
 - Drugs, sales or intent to distribute:** ten (10) days suspension; recommendation for 180-day expulsion.
 10. **Electronics** (Cell phone, iPod, or other music player): used for other than texting in the cafeteria, patio area or hallways during passing time. May not be visible, activated, or in use in classrooms, labs, or locker rooms unless authorized by a teacher or administrator for an educational purpose. **1st offense:** Administrative warning, **2nd offense:** Saturday detention, **3rd offense:** Saturday detention and loss of privileges including confiscation of device by administration pending a parent meeting, **subsequent offenses:** disciplinary action up to and including suspension.
 11. **Fighting: 1st offense:** three (3) days suspension, **subsequent offenses:** five (5) to ten (10) days suspension plus possible expulsion. Depending on the severity of the altercation, police notification may result.
 12. **Forgery of parent note/impersonating parent on phone:** two (2) Saturday detentions.
 13. **Gambling: 1st offense:** minimum of one (1) Saturday detention, **subsequent offenses:** disciplinary action up to and including suspension.
 14. **Harassment/Sexual Harassment:** three (3) to ten (10) days suspension.
 15. **Hazing:** disciplinary action up to and including expulsion.
 16. **Insubordination to a staff member:** minimum one (1) Saturday detention, up to and including suspension.
 17. **Leaving class early without permission:** same as class cut (see #5 above).
 18. **Loitering after school:** after being warned, students that continue to loiter in the building or on school grounds after school hours will be issued a Saturday detention and parents will be contacted.
 19. **Not signed in (NSI):** Saturday detention.

20. **Off campus without administrative approval: 1st offense:** three (3) Saturday detentions, **2nd offense:** three (3) days suspension & and possible loss of parking privileges, **3rd offense:** five (5) days suspension & possible loss of parking privileges.
21. **Passes-**
In-hall-without a pass/loitering in halls or stairwells: one (1) detention.
Misuse of a Pass/Forgery of Pass: minimum two (2) detentions.
22. **Parking-**
Parking in non-designated areas with a permit: (maintenance, teacher, visitor, handicapped, etc.)
1st offense: warning, **2nd offense:** Saturday Detention, **3rd offense:** loss of parking privilege – revocation of permit.
Parking without a permit: 1st offense: warning, **2nd offense:** Saturday detention, **3rd offense:** loss of future parking privileges & possible suspension.
Reckless use of motor vehicle (including CT motor vehicle violations on campus): two (2) Saturday detentions, loss of driving privilege, and police notification.
Sharing of parking stickers: forfeit of parking privilege for the remainder of the year.
23. **Plagiarism or cheating: 1st offense:** zero ("0") for the assignment and parent contact by the teacher documented by a disciplinary notice. (See National Honor Society 39.0.), **subsequent offenses:** disciplinary action up to and including suspension.
24. **Profanity on School Property:** minimum of two (2) detentions up to a suspension depending on the severity of the infraction.
25. **Profanity to a staff member:** three (3) days suspension.
26. **Provoking/instigating an altercation/fight: 1st offense:** three (3) days suspension, **subsequent offenses:** five (5) to ten (10) days suspension plus possible expulsion. Depending on the severity of the altercation, police intervention may result.
27. **Refusal to give name, giving a false name, failure to report to office:** two (2) days suspension.
28. **Risk of Injury/Reckless Endangerment:** minimum one (1) Saturday detention, up to and including suspension, and police notification.
29. **Tampering with a locker:** minimum of one (1) Saturday detention; restitution.
30. **Tardiness to school:** 10 tardies will result in one (1) Saturday detention; 20 tardies will result in two (2) Saturday detentions. Every 10th subsequent tardy will result in one of the following at the administrator's discretion: loss of parking privileges, additional Saturday detentions, three (3) days suspension, or a community service component.
31. **Tardiness to class or homeroom (3 unexcused tardies):** one (1) detention, **each subsequent unexcused tardy:** one (1) detention.
32. **Theft, attempted theft:** minimum of Saturday detention, up to and including ten-day suspension and police notification.
33. **Threatening:** communication by word (verbal or written), gestures or actions directly or through an intermediary, the effect of which is to cause fear and intimidation in another person. **1st offense:** one (1) Saturday detention and parental contact, **2nd offense:** minimum three (3) days suspension.
34. **Throwing objects on school grounds (that result in a significant disruption of the educational process):** Saturday detention, up to and including suspension and expulsion. **Snowball Throwing:** at moving vehicles, three (3) days suspension; at innocent students, two (2) Saturday detentions; other instances, minimum of two (2) detentions.
35. **Tobacco-Smoking or possession of tobacco products: 1st offense:** three (3) days suspension, **2nd offense:** five (5) days suspension, **3rd offense:** ten (10) days suspension, **4th offense:** expulsion.
36. **Unauthorized area: 1st offense:** two (2) detentions, **subsequent offense:** disciplinary action up to and including suspension.
37. **Unexcused absence: 1st offense:** two (2) Saturday detentions, cuts in all classes, zeroes on missed work, **2nd offense:** three (3) Saturday detentions, **3rd offense:** minimum of three (3) days suspension.
38. **Vandalism:** disciplinary action up to suspension/expulsion, restitution, police notification.
39. **Weapons/Dangerous Instruments-**

Deadly Weapon, Dangerous Instrument, Martial Arts Weapon, Firearm: suspension and mandatory expulsion.

Possession of weapon, device or material that could injure others or disrupt the educational environment (e.g. chains, pepper/chemical spray, fireworks/incendiary devices): suspension up to expulsion and loss of selected school privileges to attend extracurricular activities.

Possession of laser pens or devices which may cause injury or harm: 1st offense: minimum of three (3) detentions, **subsequent offense:** additional disciplinary action up to and including suspension and police notification.

NOTE: The disciplinary procedures outlined in this handbook are not intended to be fully inclusive. Situations may occur other than those included here that will require the administration to discipline accordingly to assure an orderly and safe environment for all students, faculty and staff of Glastonbury High School.



Glastonbury High School Athletic Department
Student-Athlete/Parent Handbook

updated ~~6/28/24~~ 3/13/25

PROCEDURES FOR PARTICIPATION IN ATHLETIC PROGRAMS

Registration

Registration is now online. Go to www.glastonburyus.org and select Glastonbury High School, Co-Curricular, GHS Athletics, and Registration and Forms.

Forms Required for Registration

- Completed "G" Form OR a copy of the CT Health Assessment Form
- These forms can be found on the website.
- Note: If you/your athlete participated on an athletic team during the previous school year AND the physical is still valid, you will not have to submit a new physical for registration until the physical is up for renewal. Remember, a physical is valid for 13 months and must be valid during the time of participation.

Starting Dates & Sport Specific Information

Information on start dates and sport specific information can be found on the athletics webpage and team sites.

<https://sites.google.com/a/glastonburyus.org/athletics>

GLASTONBURY INTERSCHOLASTIC ATHLETICS

It is a privilege to be a student-athlete in the interscholastic program of the Glastonbury Public Schools. We, who are concerned with the educational development of young men and women through athletics, feel that a properly controlled, well-organized sports program meets with the students' needs for self-expression, mental alertness and physical growth. It is our hope to maintain a program that is sound in purpose and will further each student's educational maturity.

A wide variety of sports programs are offered both at the varsity and sub-varsity levels. Sixty-seven (67) teams become involved in interscholastic competition. Because of this high degree of visibility, it is important that you represent your school, your team and most importantly yourself with pride, determination and commitment.

It is expected that student athletes will provide leadership, exhibit responsible behavior and keep the rules of the team, coach, school and conference. When you win, we will share your pride, enjoy your glory. Keep in mind that how you conduct yourselves on and off the playing field is as important to us as how well you play. Win or lose, we will feel equal pride if we know that you have tried your best, that you have always treated your opponents and their supporters with kindness and courtesy, and that you have played fair-always.

Participation in interscholastic athletics is an experience you will never forget. Enjoy it; take pride in your performance and best wishes for a successful season.

Trish Witkin, CMAA
Director of Athletics

Ashley Kitchens, CMAA
Assistant Athletic Director

“PARTICIPATION IN ATHLETICS IS A PRIVILEGE AND NOT A RIGHT”

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FORWARD

The purpose of this handbook is to act as a guide for participants, coaches, and parents in order that each may understand the accepted procedures and policies of the Glastonbury High School Athletics Department, in conjunction with the Connecticut Interscholastic Athletic Conference. Described are the procedures, which should bring about a more efficient operation of the interscholastic athletic program. Participation and involvement in the athletic program will contribute to the development of the role students will play in adult life and should help to promote a feeling of pride and school spirit.

Each coach and student-athlete is **required** to read this handbook and acknowledge its receipt before participating in a sport. Student-athletes are **required** to review this handbook with their parents before each sport season. Through the registration process, parents and student-athletes will acknowledge they have read and understand the contents of the handbook, providing a signature verifying that.

PHILOSOPHY

The athletic program at Glastonbury High School is an integral part of the educational process. The purpose of the program is to stimulate students to develop mutual interests, promote motivations and improve their physical skills creating a student-centered education-based athletic program.

To be of maximum effectiveness, the athletic program must be closely coordinated with the general instruction of the school. It must be such that the number of students accommodated, and the educational aims achieved, justify its inclusion in the overall educational program.

The interscholastic athletic program shall be conducted in accordance with existing Board of Education policies, rules and regulations. While the Board of Education takes great pride in winning, it does not condone “winning at any cost” and discourages any and all pressures that might tend to neglect good sportsmanship and good mental health.

Athletics are for all students who are physically able to participate, who qualify under the eligibility requirements, and who adhere to the rules set forth by the state and local school officials. We believe that participation in athletics will contribute to the following:

- Improvement of the health, fitness, and general welfare of all individuals taking part in the program.

- Engaging a maximum number of students in administration as well as active areas of the program.
- Stimulating all participants to achieve creditable academic progress and to make a contribution to the general educational program of the school.

MISSION STATEMENT

The Glastonbury Department of Athletics strives for excellence by providing opportunities to student-athletes to participate in programs that are designed to develop meaningful standards of athletic performance, leadership, scholarship, community service and appropriate conduct within the educational and social environments of Glastonbury High School.

GOALS

1. To encourage student-athletes to achieve success by maintaining academic eligibility rules and to keep athletics in proper perspective.
2. To develop good citizenship, honesty, emotional control, dependability, and respect for rules, property and authority.
3. To provide an opportunity to exemplify and observe good sportsmanship.
4. To maintain a high standard of credible and positive performance and conduct on and off the field.
5. To teach and emphasize the fundamental skills of the various sports as a necessary ingredient in achieving individual and team success.
6. To stress the importance of physical fitness, conditioning, health habits, and safety in athletics.
7. To provide opportunities to develop lasting friendships with teammates and opponents.
8. To teach athletes to work together as a cohesive unit in order to achieve a common goal.
9. To provide a well-planned and well-balanced program of interscholastic athletics for as many secondary school students as possible.
10. To provide high quality leadership for all athletic programs so as to exemplify to student's a desired behavior to be developed from each athletic program.
11. To provide opportunities for the development of a feeling of unity and belonging, team pride, teamwork and commitment.

CODE OF CONDUCT FOR ATHLETES

INTRODUCTION

Recognizing that it is a privilege and honor to represent one's school and community while participating on an athletic team and that it is an athlete's responsibility to conform to those rules and regulations, the following Code of Conduct shall be in effect for the athletic teams.

CODE

- Athletes shall conform to the school, Central Connecticut Conference (C.C.C.) and Connecticut Interscholastic Athletic Conference (CIAC) Eligibility Rules, including all medical and academic requirements.
- Athletes shall conform to the behavioral norms of the school and act in a responsible manner with regards to the rules and regulations established in the Glastonbury Student Handbook.
- Athletes shall conform to the behavioral norms of society in general and to the specific laws established by the local, state and federal governments.
- Athletes shall attend and not be tardy for all practices and meets held both during regular school sessions and during vacations. Exceptions shall be subject to the approval of the head coach.
- Athletes shall get proper amounts of sleep and rest, both of which are recognized as essential for maximum effectiveness and efficiency in athletic participation.
- Athletes shall maintain a proper, well-balanced and nutritious diet in order to maintain peak effectiveness in their respective sports.
- Athletes shall abstain from using those substances – drugs, alcohol, steroids, and tobacco – that are deemed harmful to one's athletic performance, health and general well-being.
- Athletes shall, at all times, conduct themselves in a manner that exhibits sound moral character and exemplifies good sportsmanship. Such behavior shall consider the safety and well being of team members, opponents, officials, spectators and the community in general.

- Athletes shall be held responsible and accountable for all equipment associated with the functioning of the team. Specifically, this includes uniforms, sweat suits and equipment related to the performance of their particular event.
- Athletes shall always conduct themselves with an attitude that is positively stated, exhibits pride and is representative of the Glastonbury community in general.

CONCLUSION

Athletes failing to conform to and meet the requirements of the contents of the Code of Conduct shall face disciplinary action, on an individual basis, which is to be conducted in accordance with the rules and regulations of due process of the athletic department, school and/or community. *This action could include suspension or expulsion from the team, or prevent full participation by a student not yet in season, as deemed appropriate by the Principal or Athletic Director.*

ATHLETIC REQUIREMENTS FOR PARTICIPATION

In order to participate in any sport at Glastonbury the following requirements must be met:

- Sports Health Assessment Form completed by Physician and Parent/Guardian submitted to Athletic Director (“G” Form) **or** CT Health Assessment Form.
- Complete on-line registration process.
- All eligibility requirements must be satisfied.

SPORTS HEALTH ASSESSMENTS FOR INTERSCHOLASTIC ATHLETICS

The Glastonbury Board of Education requires that all students have a Sports Health Assessment *before* being permitted to take part in interscholastic sports. This means they may not participate in try-outs, practices, or contests without evidence of a valid sports physical (“G” Form) being on file in the high school Athletic Office. Medical forms can be downloaded from the athletic department page on the district website: glastonburyus.org under Registration and Forms.

IMPORTANT: The blue colored State Medical Form (HAR-3 rev. 4/2010) is **not acceptable** for athletic participation unless the examining physician specifically checks off on the form that the athlete may “participate fully in athletic activities and competitive sports.” This can only be found on the version cited above. Please note we will need a

copy of the complete document. Forms turned into the health office do not satisfy this requirement. Athletes should turn in a copy of the blue form if they are required to submit one to the health office as well.

A Sports Health Assessment is valid for 13 months. Should a physical expire during the school year and/or during the season a student is participating in, the student will be expected to submit evidence of an updated physical by submitting a new "G" Form or CT Health Assessment Form for continued participation. In the event of an injury or change in medical status, the student-athlete might be required to update their physical depending on the nature of the injury/change in health.

To return to the team after an injury, the athlete must obtain a note from the attending physician stating that the athlete may continue in the program.

This note must be given to the Athletic Trainer. Without a note from their doctor clearing the athlete to return, the athlete will not be allowed to participate in any practice or contest.

Please note additional evaluation by the Athletic Trainer might be necessary upon clearance from the attending physician.

ACADEMIC AND ELIGIBILITY REQUIREMENTS

ATTENTION ATHLETES

In accordance with the CIAC you are **NOT ELIGIBLE** if:

- ~~You are not taking at least four (4) units of work or its equivalent; (Rule I.B.)~~
- ~~You have not passed at least four (4) units at the end of the last regular marking period as of the official day that grades are issued, with the exception of fall eligibility. * (Rule I. A.)~~
- ~~You are nineteen (19) years of age, Student-athletes will be allowed to compete up through their 19th birthday, however, if their 20th birthday falls during a season, the student-athlete will not be allowed to start or compete during that season and all eligibility will cease. (Rule H.B.)~~
- ~~You have changed schools without a change of legal residence, (Rule H.C.)~~
- ~~You have been in attendance for more than eight (8) semesters (A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition); (Rule H. B.)~~

- ~~You play or practice with an outside team in the same sport while a member of the school team after the first scheduled game in any season, (Rule H.E.)~~

~~The exception to Rule H.E. shall be:~~

- ~~1. Participation in parent/child tournaments and caddy tournaments.~~
 - ~~2. Swimming, tennis, gymnastics—a pupil may practice but not compete with a non-CIAC team or as an individual during the season as long as such practices do not interfere with or replace member school practices.~~
- ~~You play under an assumed name on an outside team, (Rule H.F.)~~
 - ~~You receive personal economic gain for participation in any CIAC sport. (Rule H.F.)~~
 - ~~Your work habits or conduct both in and out of school are such as to make you unworthy to represent the ideals, principles, and standards of your school.~~
 - ~~Local rules may be more restrictive than those of the CIAC. (See additional eligibility requirements under policies and procedures).~~

~~*For fall sports eligibility—students must have received credit for four (4) units or its equivalent towards graduation at the close of the school year preceding the contest.~~

~~NOTE: Marking period grades (not semester grades) are to be used in determining scholastic eligibility, except for fall eligibility.~~

~~The school principal may declare a student ineligible if it is felt that the student is not taking care of his/her responsibilities both as a student and citizen of Glastonbury High School and the community.~~

~~The Glastonbury High School Athletic Department policies and CIAC rules stated above (and throughout this handbook with few exceptions) apply to all student-athletes and athletic programs, regardless of whether they are CIAC sanctioned sports or not.~~

ATHLETIC TEAM ELIGIBILITY

We follow the CIAC Rules of Eligibility for all student-athletes participating in GHS Athletics. At times, as permitted by the CIAC, our requirements are more restrictive.

GHS student-athletes are responsible for following the GHS Code of Conduct for athletes. The GHS principal or athletic director may declare a student ineligible for athletic

participation if it is felt that the student is not meeting his/her responsibilities as a student and citizen of Glastonbury High School and the community.

As a reminder, the CIAC rules and Glastonbury High School Athletic Department policies apply to all GHS student-athletes and athletic programs, regardless of whether or not the sport is CIAC sanctioned. The GHS Athletic Department may make exceptions for non-CIAC sanctioned sports (e.g., in-season and out-of-season rules).

We provide only a summary of student-athlete eligibility rules below. Appendix B in the CIAC Handbook includes comprehensive athletics eligibility information. Please visit the [CIAC website](#) for this information.

In summary, you are **ELIGIBLE** to participate in GHS athletics if:

- You are taking at least four (4) units of work [credits] or its equivalent. (CIAC Rule I.B.). However, **GHS also requires that students carry a minimum number of six (6) credits a year, unless special permission is granted by a principal or through the Planning and Placement Team/504 meeting for students with special needs. Please note that a P.E. course taken without a lab science will not count toward the 4 units of work [credits] required by the CIAC.**
- You have passed at least four (4) units [credits] at the end of the last regular marking period as of the official day that grades are issued, with the exception of fall eligibility. (CIAC Rule I. A.) Marking period grades (not semester grades) are to be used in determining scholastic eligibility to participate in interscholastic athletics during any given marking period. For fall sports eligibility, students must have received credit for four (4) units [credits] or its equivalent towards graduation at the close of the school year preceding the contest. (CIAC Rule I.D.)
- You are 19 years old (or younger) and will not turn 20 years old during a season. (CIAC Rule II.B.)
- You have not been in attendance for more than eight (8) semesters. (You have eight (8) consecutive semesters or four (4) consecutive years of eligibility from the first date of entry into the ninth grade to be eligible for interscholastic competition). (CIAC Rule II. B.)
- You changed schools with a change of legal residence. (CIAC Rule II.C.)
- You do not play or practice with an outside team in the same sport while a member of the school team after the first scheduled game in any season. (CIAC Rule II.F.)

The exception to CIAC Rule II.F. are:

1. Participation in parent/child tournaments and caddy tournaments.
 2. Swimming, tennis, gymnastics, golf, indoor and outdoor track: You may practice but not compete with a non-CIAC team or as an individual during the season as long as such practices do not interfere with or replace member school practices.
- You participate under your OWN name. (CIAC Rule II.G.)
 - You will not participate as a member of a team or as an individual in competition from which you receive personal economic gains because of your athletic skill. (CIAC Rule II.G.)
 - Your work habits and conduct both in and out of school make you worthy to represent the ideals, principles, and standards of your school.

For questions about academic eligibility, please consult the athletic director, a school counselor, or the GHS principal.

INSURANCE FOR ATHLETES

Students participating in interscholastic sports are automatically covered under the school's athletic insurance program. The athletic insurance program does not cover any medical expense that is paid or payable under any other insurance policy. Therefore, a family's regular insurance policy (Blue Cross/Blue Shield, etc.) will cover the student athlete initially. The school's athletic insurance will take effect when the individual's insurance is exhausted, up to the limits contained in the school's athletic insurance policy, which is on file in the Business Office. **Please take notice, if you have questions about coverage or particular treatment under the school's athletic insurance policy, you should inquire about such coverage before you request or authorize treatment.** Athletes who are injured may obtain a claim form from the Athletic Director who will review the original accident report and sign the claim form. **Claims must be on file with the insurance company within 90 days of the injury.**

ATHLETIC INJURIES

REPORTING OF INJURIES

All injuries that occur while participating on an athletic team are to be reported to the appropriate coach and/or athletic trainer who will fill out an injury form and turn it into

the Athletic Department Office. This report should be completed the day of the injury or as soon thereafter as possible. The Athletic Director will then submit the report to the Business Office.

Head Injuries

Head injuries may not become evident until some time has passed since the actual incident. In addition, many athletes participate in weekend activities without medical coverage. For these reasons, it is important to be aware of the signs, symptoms, and appropriate treatment for head injuries. The injured athlete should **never be left alone for the first 24 hours** after the injury. It is important to monitor the student-athlete after a head injury however since rest is an important part of recovery, it is not necessary to wake the athlete throughout the evening. Parents can contact the Athletic Trainer (860-212-2911 or 860-883-6098) for additional information.

While a *mild* headache may be expected, it is still important to monitor the athlete. If any of the following symptoms occur, please seek medical attention immediately. Athletes should not drive until cleared by a physician or athletic trainer.

- ⇒ Increasing or severe headache
- ⇒ Dizziness
- ⇒ Vomiting or nausea
- ⇒ Loss of memory
- ⇒ Poor concentration
- ⇒ Confusion
- ⇒ Change in personality
- ⇒ Unequal or dilated pupils
- ⇒ Double or blurred vision
- ⇒ Blood or watery fluid coming from the ears or nose
- ⇒ Weakness or clumsiness in arms or legs
- ⇒ Slurred or garbled speech
- ⇒ Difficulty with speech
- ⇒ Asymmetry of the face
- ⇒ Increased swelling along the scalp
- ⇒ Hard to arouse or irritable
- ⇒ Convulsions and/or awkward movements

GLASTONBURY HIGH SCHOOL ATHLETIC TEAMS

	<u>Girls</u>	<u>Boys</u>
FALL SEASON	Cheerleading Cross Country Soccer Field Hockey Swimming/Diving Volleyball Crew	Cross Country Football Soccer Crew Golf (moved to the fall in '21)
WINTER SEASON	Basketball Cheerleading Gymnastics Indoor Track & Field Ice Hockey (co-op) Coed Ski Racing	Basketball Ice Hockey Swimming/Diving Indoor Track & Field Wrestling
SPRING SEASON	Softball Tennis Golf Outdoor Track & Field Lacrosse Crew	Baseball Tennis Crew Outdoor Track & Field Lacrosse Volleyball Crew

Selection of team members is subject to the discretion of the coaching staff and nature of the sport. Student/athletes are encouraged to refer to the coach for the selection process of a particular sport and for the levels of participation offered in that sport.

TRAINING ROOM SERVICES/COVERAGE

Athletic training services are available for all sports teams. On-field game coverage is determined by the number of contests happening and by the nature of the sport (collision, contact, non-contact). The athletic training staff will also provide care for teams visiting GHS.

During the fall season, the athletic trainer is in the indoor training room from approximately 2:06-3:00 p.m. In the spring, hours are from 2:06-3:00p.m. After 3:00 p.m., the athletic trainer will be in the outside Training Room until game(s) to be covered begins. If there are no games, the athletic trainer will be covering practices. The winter schedule is determined by daily home athletic schedules that include numerous assignments at evening contests. Please check the training room door and athletic trainer tab on the athletics website for the schedule. **A list of training room rules is posted in each training room area.**

SUBSTANCE USE, POSSESSION, OR DISTRIBUTION

Athletics/Co-Curricular Activities (Regulation 5131.6e)

The Glastonbury Board of Education and Glastonbury Administration, and Glastonbury High School Athletic Department are committed to achieving an environment free of substance abuse in our schools. While this goal cannot be achieved by the school district alone, regardless of funding, staff ability, or program development, the GHS Athletic Department and GHS Administrative Team will provide students with preventative and intervention support and education.

A student who possesses or uses alcohol or drugs, drug facsimile or other substances intended to impair normal cognitive and/or psychological functions at any time during the school year will be subject to suspension or dismissal from any school sport team as described in the Student Athletic Handbook. In addition, the student will forfeit leadership roles in co-curricular clubs and activities, and may be dismissed from those activities.

In-Season Substance Abuse

Use, possession, or distribution of drugs and/or alcohol will result in the immediate dismissal from the team for the season. The student-athlete may regain athletic eligibility for the next season after completing a planned assistance program. Use, possession, or distribution of tobacco (**which includes but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivery systems, vapor products, chemicals or devices that produce the same flavors or physical effects of nicotine substances; and any other tobacco or nicotine innovations**) will result in a two (2)

week suspension from the team. This will include all practices and competition. A second violation of this nature will result in the immediate dismissal from the team for the season.

Out of Season Substance Abuse

Students failing to conform to the substance abuse policy during the school year but not yet in season shall face disciplinary action that will be served in the season they do participate.

First Offense:

- Four (4) week suspension
- Student may try-out and practice but may not compete
- Student-athlete will attend games but may not be in uniform
- Loss of leadership
- Student-athlete and Parent/Guardian must sign contract

Second Offense:

- Sixteen (16) week suspension
- Loss of leadership • Student-Athlete must perform 10 hours of community service • Student-Athlete and Parent/Guardian must sign a contract If the season ends before the penalty assigned is complete, it is carried to the next season the student participates in.

CHEMICAL HEALTH POLICY

The CIAC expects member schools to monitor their student athletes to assure that they are free of performance enhancing substances and to report any violations in a timely manner.

A student-athlete who has been determined to have used, in or out-of-season androgenic/anabolic steroids or other performance enhancing substances shall be declared ineligible for all CIAC-controlled activities for one hundred eighty (180) school days on each occurrence. The one hundred eighty (180) school day period of ineligibility commences on the day the CIAC Board of Control makes such determination.

Any student athlete who refuses to submit to testing as part of a member school's Board of Education-approved random drug testing policy shall be ineligible to participate in any CIAC-controlled activities.

Performance enhancing substances and practices subject to this policy include but are not limited to, the following:

- a. Anabolic Agents, Diuretics, Peptide Hormones and Analogues.
- b. Blood doping (the intravenous injection of whole blood, packed red blood cells, or blood substitutes).
- c. Substances and practices identified as banned by the NCAA and the USOC.

The CIAC allows member schools to make exceptions for those student-athletes with a documented medical history demonstrating the need for regular use of substances that are banned in this policy. These identified substances shall be medically prescribed by the student-athlete's doctor for therapeutic purposes. The documentation should contain information as to the diagnosis, medical history and dosage prescribed.

CONFLICT RESOLUTION

1. An athlete and coach should first attempt to resolve any issues.
2. If the conflict cannot be resolved between the athlete and coach, the athlete should make an appointment to meet with the Director of Athletics.
3. If the problem is still unresolved, then the parent should contact the coach.
4. Only when the problem cannot be resolved with the coach should the parent contact the Director of Athletics.
5. These are the steps to be followed for conflict resolution:
 - a. Athlete – Captain
 - b. Athlete – Coach
 - c. Athlete – Director of Athletics
 - d. Parent – Coach
 - e. Parent – Director of Athletics
 - f. Parent – Principal

Areas that will not be discussed include the following: Playing time, discussions about other student athletes, and game strategies.

SPORTSMANSHIP

The Glastonbury Public Schools conducts an athletic program to enhance the personal and educational growth of its participants by providing healthy and challenging competition. All spectators and participants are asked to contribute to these goals by vocally supporting the efforts of our athletes and by refraining from any actions toward our opponents and officials, which interfere with the realization of our stated goals.

Beginning with the start of the 2016-2017 school year, Glastonbury High School voluntarily declared its athletic program would adhere to the Class Act Standards of Sportsmanship as set forth by the CIAC. The Student-Athlete Leadership Team (S.A.L.T.) serves as the student based council that will govern the sportsmanship initiative, both from the implementation of these standards and governance should we fall short of our expectations as fans.

CIAC Class Act Guidelines

ALL Spectators (including parents):

- Will adhere to the host school's acceptable dress code at all home and away contests commensurate with classroom behavior. For CIAC tournament contests all spectators will be appropriately attired with their torso completely covered and with no visible degrading or demeaning writings/logos.
- Any signs displayed must be positive in nature, reference only the school supported by the sign maker, and must be pre-approved by the athletic director of the school referenced in the sign.
- During outdoor sports, no air horns or horns of any kind or whistles will be used, and any other noisemakers will be allowed with the host athletic director's approval and only be used during "dead ball" situations to celebrate good play. During indoor sports, no noise makers will be used. Pep bands are allowable at a home contest if the school provides adult supervision and the band only plays during "dead ball" situations.
- Spectators will cheer positively to support their team, and will not cheer negatively against the opponent.
- Spectators will show respect for the game officials and their decisions.
- Spectators will show respect for the playing of the National Anthem.

Game Personnel/Announcers:

- Will explain and consistently enforce host school expectations for spectators.
- Will be enthusiastic but not show favoritism while making announcements, and never publicly question or criticize the players, coaches, or officials.

- Will encourage respect for the National Anthem and remind spectators to remove caps and stand.

Coaches:

- Will exemplify high moral character, behavior and leadership, lead by example, and set a standard for players and spectators to follow both on and off the athletic arena.
- Will teach players the rules of the game and to respect the game, and will take action when athletes exhibit poor sportsmanship.
- Will respect the integrity and judgment of officials and will not publicly criticize or question the decisions of officials.
- Will be aware of the competitive balance of contests and will manage the score in a manner that is sportsmanlike and respectful of opponents.

Players:

- Will accept the responsibility and privilege the student-athlete has in representing their school and community by learning and showing teamwork, sportsmanship and discipline in all aspects of the game.
- Will demonstrate respect for self, coach, teammates, opponents, officials and spectators by exhibiting good character and conducting themselves as a positive role model.
- Will win and lose graciously.
- Will cheer for your team, not against your opponent.
- Will congratulate opponents in a sincere manner following either victory or defeat.

ATHLETIC AWARDS

At the conclusion of each sports season, varsity athletes will be presented letters, numerals, metal insignias, and/or certificate awards. These awards will be presented at a Sports Award Assembly in the Glastonbury High School Auditorium.

AWARD REQUIREMENTS:

a. Varsity

Varsity letters will be awarded to athletes upon the successful completion of an athletic season and the recommendation of the head coach. Specific guidelines will be developed by each coach and clearly defined to all athletes. A player shall have conducted themselves in an exemplary manner both on and off the field, exhibited good sportsmanship to his /her opponents, teammates and coach and ended the season in good standing.

b. **Junior Varsity**

All members of a sub varsity team who have successfully completed an athletic season in a particular sport are eligible to be named to the Guardians All-Academic Team (see below). Certificates of participation are available to those student-athletes wishing to receive one. Athletes may stop by the Athletic Department at the end of the season to request this award.

c. **Freshman**

All members of the freshman athletic squads who successfully complete an athletic season for a particular sport are eligible to be named to the Guardians All-Academic Team. (see below). Certificates of participation are available to those student-athletes wishing to receive one. Athletes may stop by the Athletic Department at the end of their season to request this award.

d. **Manager**

Manager awards will parallel the regular awards system for varsity teams and will be made only upon the recommendation of the coach.

ADDITIONAL AWARDS:

- Hartwell Award – The Hartwell Award is presented to the young man/woman who has made the greatest contribution to their team. Qualities of performance, leadership, sportsmanship and dedication are criteria used in making the decision. This award is not necessarily given to the most outstanding athlete.
- Glastonbury “G” – Awarded to varsity participants completing the designated standards for any sport. Awarded one (1) time only.
- Sports Insignia (Pin) – Appropriate metal sports insignia awarded to letter winners in any sport.
- C.C.C. All-Academic Team – Awarded to varsity letter winners who have maintained a grade point average of at least 3.0 during the quarter of competition. A certificate is available upon request.
- Guardians All-Academic Team - Awarded to sub-varsity team members in good standing who have maintained a grade point average of at least 3.0 during the quarter of competition.
- Special Certificates- Given in recognition of special categories such as Most Valuable Player; Coach’s Award, Most Improved, sub-varsity academic achievement etc.

AWARD RECIPIENTS:

All recipient award/letter/certificate winners **MUST** be present to receive their awards. Failure to attend may result in the forfeiture of awards. Players may receive permission from their coaches to be absent and remain eligible to receive awards.

Athletes **MUST** have completed the season in good standing to be eligible to receive any such awards.

SUMMARY OF ATHLETIC AWARDS:

- | | |
|---------------------------------|--|
| - 1 st Varsity Award | Certificate, Varsity Letter, Varsity Insignia and Numerals |
| - Addition Varsity Awards | Certificate and Metal Sport Insignia |
| - Junior Varsity Award | Certificate of Participation (available upon request) |
| - Freshman Awards | Certificate of Participation (available upon request) |
| - Managers (varsity) | Certificate, Manager Insignia and other appropriate awards |
| - Captain | Captain Insignia |

***A nominal fee will be charged for replacement awards.**

SPORTS INFORMATION

Athletic Schedules, results and sports information can be found in two areas:

1. The Glastonbury High School website – glastonburyus.org (Athletics).
2. The Connecticut Interscholastic Athletic Conference – C.I.A.C. (the governing body of high school athletics). Website – www.ciacsports.com (on this site you will find athletic schedules and directions to all schools as well as off site facilities, game results and post season tournament information. You can also register to receive schedule updates).

POLICIES AND PROCEDURES FOR ALL STUDENT/ATHLETES

A. **Substance Abuse Policy** – See Page 12

B. Appropriate Behavior

- Any student/athlete who initiates a fight will be dismissed immediately from the team.
- Verbal and/or physical abuse of officials or coaches by student/athletes will result in immediate dismissal from the team.
- The following behaviors will be considered serious violations of the athletic code and school rules and will result in disciplinary action:
 - A. Civil law and criminal infractions.
 - B. Theft or malicious destruction of individual, private or school property.
 - C. Misconduct by an athlete that is potentially detrimental to the athletic program, school or school district.

C. School Attendance

- Athletes will be allowed to participate in practice or contests only if they are in school by 10:30a.m on that day. Students who are absent from school may not participate in any athletic event during that afternoon or evening. Individual exceptions may be approved by the principal when arranged in advance.
- Unexcused single period absences during a given day may cause an athlete to be withheld from practice or contests on that day. **Students must participate in PE in order to be eligible for afterschool activities.**
- Student-athletes must meet minimum attendance requirements on Friday in order to be eligible for weekend practices and games.
- Students who are dismissed from school through the nurse are not eligible to return to participate in that afternoon/evening's events.

D. Absence from Scheduled Practice

- A team will only function effectively when all participants are present. Any player who skips practice is hurting themselves and the team. A player must notify the coach in person of any practice he or she is required to miss. The coach will determine if the excuse is acceptable.
- Athletes need to be aware of the team rules on missing practices/games as they may impact participation.

E. Locker Rooms

- It is the student/athlete's responsibility to leave all your valuables at home and keep your locker locked at all times.

Note: The school will not be responsible for personal property.

F. Athletic Equipment

- The student/athlete is responsible for all uniforms and equipment that is assigned to him/her.
- All equipment will be returned when the athlete completes the sport, either at the end of the season, or on leaving the team.
- If items are lost or abused, the student/athlete will be required to pay for a replacement.
- Uniforms are to be worn only at scheduled practices, contests or on game days.

Note: Athletes who do not return equipment/uniforms are ineligible to participate on additional athletic teams throughout the year. In addition, spring athletes will not receive their class schedules for the following school year until all items are returned or replacement costs have been submitted. Graduating seniors will not receive their cap and gown until they too have met the above responsibilities.

G. Vacations

- Team members are expected to attend practices and contests during vacations that fall within the team season. Parents should make family vacation plans with the student/athletes' commitment in mind. However, athletes who have family vacation plans must furnish the coach notification of vacation plans the day after the team has been selected. A parent or guardian of the athlete must sign the written notification. No team member will be removed from a team for missing practice or games during vacations for which they have notified the coach as previously stated. However, penalties will be enforced due to their absence. It shall be the coach's prerogative to decide when a player is in condition to resume play.

H. Bus Behavior

- Student/athletes must travel to and from contests on the team bus, accompanied by the coach.
- Athletes will be expected to conduct themselves appropriately at all times while riding to and from athletic contests.
- Any damage to buses, caused by athletes, will be paid for by the athlete(s) involved. Said athlete(s), by this behavior, will be subject to dismissal from the squad and school discipline.
- Food and beverages (except water) must be consumed prior to boarding the bus. Eating and drinking on the bus is prohibited.

I. Hazing

- Hazing is **prohibited** at all times. Hazing activities of any type are inconsistent with the educational goals of the school system. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of physical or emotional harm to a person, in order for the student to be initiated into or affiliated with a student organization or any other purpose.

The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any type of physical activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame or humiliation that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
4. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

Note: The school district will act to investigate all complaints of hazing and will discipline up to and including expulsion.

J. Captain’s Practice

- The term “Captain’s Practice” usually means the team’s captain organizing and conducting practice sessions for the sport without adult supervision. The CIAC and CCC do not in any way sanction, encourage or condone “Captain’s Practice” in any sport. “Captain’s Practice,” depending on the member school’s involvement, may be a clear violation of the season limitations eligibility rule or certainly a violation of the spirit of the rule.

K. Changing Sports

- Prior to the opening of each season, athletes will be allowed to transfer registration from one sport to another only on mutual agreement of the two coaches involved. Athletes must contact the Athletic Department to make the switch.
- Athletes will not be permitted to switch sports once the try-out process is underway and/or complete for the program they wish to switch to.
- An athlete who drops from a team after the first contest is not permitted to join another team during that season.

L. Gymnasium Procedures

- No one is allowed in the gym unless it is his or her designated practice period.
- At no time is it permissible for individuals or groups to work out in the gymnasium, unless under direct supervision of a coach.
- Athletes practicing in the gymnasium for one sport will refrain from using equipment not specifically designated for their sport.
- Teams “in season” will have priority on gymnasium use.

M. Performance Enhancing Drugs Policy

- A student-athlete who has been determined to have used, in or out-of-season, androgenic/anabolic steroids or other performance enhancing substances shall be declared **ineligible** for all CIAC-controlled activities for **one hundred eighty (180) school days** on each occurrence.

N. School Suspensions

- Students may not participate in any game, contest, practice or school activity while under suspension, nor may a student appear on school grounds or at a school activity on any school day while suspended from school. This includes contests at away sites. The suspension is in effect until the student is readmitted to classes by an administrator.

O. Transportation

- Transportation to and from athletic contests will be provided by the Athletic Department (with few exceptions). **Athletes are not permitted to drive themselves to an away contest, under any circumstances.**
- Athletes are expected to return from away contests on the transportation provided by the district. When an athlete needs to leave from an away contest with his or her parent(s)/guardian(s), the parent/guardian must complete the “Alternate Transportation Form” found on the team site. Only extenuating circumstances or emergency situations will be approved. Athletes will only be released to their legal parent or guardian.

P. Team Selection

- Selection of team members is subject to the discretion of the coaching staff and nature of the sport.
- Coaches are expected to provide information to prospective student-athletes on the selection process specific to their sport and for the levels of participation offered in that sport.
- Upon completion of the tryout process, when teams have been selected, members of the coaching staff will meet with each participant to discuss their tryout, results and other relative information. Teams that do not have

team selection procedures may hold these individual meetings as necessary but would not be required.

NCAA INITIAL-ELIGIBILITY FOR COLLEGE ATHLETES

Information on initial-eligibility for college participation can be found by logging onto the NCAA Eligibility Center (www.eligibilitycenter.org). The Athletic and Guidance Departments will be working together to produce an information sheet on the eligibility process which will be available for all students and families. Students should begin thinking about the academic requirements for college participation in their freshman year and register with the eligibility center in their junior year.

EXPECTATIONS OF PARENTS

- Be positive with your athlete; let him/her know that he/she is accomplishing something simply by being part of the team.
- Don't offer excuses to your athlete if he/she is not playing. There is usually a reason for it. Encourage your athlete to work hard and do his/her best.
- Don't put down the coaches or other athletes. If you are constantly berating your athlete's coach, do not expect positive results from the season. Be supportive in a positive way.
- Insist on good grades. Check the number of hours your athlete spends on homework.
- Don't try to live your life vicariously through your athlete. High School athletics is for high school students only.
- Being a fan (supporter!!) does not entitle you to be belligerent or abusive toward players, coaches or officials. Coaches work with athletes and know their talents. Respect that! Those who have actually played, officiated or coached ordinarily understand the nature of sport, and they are less likely to be a poor fan. **Also, consider that sons and daughters are often embarrassed by parents who can be heard from the stands.**
- Insist that your athlete respect team rules, school rules, game officials and sportsmanship. Don't let him/her embarrass his/her family, school and team by a rude gesture or incident. Self-respect begins with self-control.
- Encourage your athlete to maintain a positive self-image by believing in him or herself. Don't compare and contrast athletes with family members who have

previously played. Don't put added pressure on your athlete to be much better than his/her siblings.

- Encourage your athlete to play for the love of the game – not scholarship or college admission. This alleviates a lot of pressure for a youngster.
- Remember that the coach is involved as a coach because he/she is sincerely fond of children and is an experienced professional. Coaches have different ways of dealing with people and situations. Athletes' lives are enriched by interactions with different types of leaders.
- Remember, at a competition, you, the parent, represent the school and your son/daughter and you should be a positive role model. Therefore, do not shout advice from the stands. A steady stream of technique suggestions has no value to the athlete. Shout words of encouragement.
- Be involved with your son's or daughter's team in a positive way. Cheer for all kids on the team. Help with booster clubs. There are hundreds of ways to be involved with the team and be a good parent at the same time.

DIRECTIONS TO ATHLETIC EVENTS

Directions to athletic events can be found by clicking the "Directions" link beneath the opponent on the athletic schedules. Log onto the district web portal (glastonburyus.org) and navigate to the Athletics home page.

Addresses to high schools we compete against or other tournament sites are available on the CIAC website (www.casciac.org). Click on the direction link located at the top of the page to obtain maps, addresses and directions to various sites.

"PARTICIPATION IN ATHLETICS IS A PRIVILEGE AND NOT A RIGHT"

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