

SECTION I – ATTENDANCE

Class Attendance Policy

Student Responsibilities:

- Attend all classes daily and be present on time.
- Bring a note from your doctor to the Dean of Students for **every excused** absence.
- Bring a note from your parent/guardian to the Dean of Students for **every unexcused** absence **within three school days**.
- Request and complete make-up work during study periods or according to your teachers' guidelines.
- Get teacher and parent approvals for all school-sanctioned activities according to school policy.
- Students are expected to attend class and to complete class work. If a course change is made, the attendance record for that period will follow the student to his/her new class.
- Comply with our CTHSS Attendance Policy as outlined on page **seven (7)** of this handbook.
- **All students arriving to school late will report to the Dean of Students.** Habitual tardiness is regarded as a behavioral problem requiring counseling and parental conferences.
- Students leaving school early must report to the Dean of Students prior to homeroom.
- Self-Advocate. A responsible student communicates with teachers and will take responsibility to make up all of the schoolwork missed during periods of absence. Utilize the agenda planner provided to you by the school.

Students who are absent from school will not be allowed to participate or attend any school-sponsored activity on the day of their absence. School activities include, but are not limited to, athletic events, proms, school dances, field trips, club events, etc.

Parent Responsibilities:

- Require your child to attend school regularly and be present on time.
- Emphasize the importance of attending every class every day on time.
- Provide **accurate** current address and phone numbers to the school. **Update** changes immediately.
- **Be proactive:** If problems arise with your child, call his/her counselor. Don't wait for the school to notify you that your child has a problem.
- Write, date and sign notes **within three class meetings** after each absence.
- Keep accurate records of your child's absences from school.
- Call your child's counselor to schedule a conference if you have any concerns or want information on your child's progress.
- Call the counselor or Dean of Students to monitor your child's attendance.

SECTION II – STUDENT ASSISTANCE

H. C. Wilcox Peer Mediation

Peer mediation is offered to the students of H. C. Wilcox as a workable alternative to the resolution of conflict through discipline alone. Through discussion with two trained student mediators, the members of our school community learn to attack the problem and not the person. Mediation referral slips are available in either the guidance office or the school library. While anyone can make a referral, participation is voluntary. Students are recruited to become trained mediators on a yearly basis. Panels composed of both students and staff conducts the screening process. The initial training takes about sixteen hours and focuses on skills such as active listening, acceptance of diversity, and conflict resolution. At its conclusion, students are asked to commit themselves to at least one year in the program.

H. C. Wilcox Student Assistance Team

The H. C. Wilcox Student Assistance Team attempts to meet the mandate given it by the Connecticut Technical High School System by encouraging communication within the school Community. To meet this goal, parents/guardians, the referred student, and the referring teachers are invited to attend team meetings. By creating plans with the assistance of all the important people in a student's life, and by involving the student in the plan's implementation, the chances of effecting positive change are increased. Additionally, the Team works with school staff to design programs that identify and meet the needs of the student body.

SECTION III – DISCIPLINE

H. C. Wilcox Code of Respect

Respect is a mutual process. This means that students will be shown respect and students shall respect the authority of teachers, administrators and all staff members. Respectful behavior is a matter of common sense, doing what you know is right and treating others as you expect to be treated. Failure to show respect for others is the root of behavioral violations and will be treated very seriously.

Important School Regulations

1. Smoking is **NOT** allowed on state property as per state law (C. G. S. 19a-342). The State Police or the City of Meriden Police Department will levy a fine. A ticket will be issued to anyone smoking on school grounds. Further disciplinary and behavioral intervention can be issued by the administration. **Smoking is not permitted at any school-related or school-sanctioned activity, on or off school property.**
2. Radios, CD players (walkmans, Ipods) or headsets are not allowed in school, on H. C. Wilcox buses or at off-campus job sites.
3. **Beepers or cellular phones are not allowed in school or on school grounds.** Possession or concealment of these items is prohibited. **Items will be confiscated and parent pick up required.** Further, since these items are prohibited on school grounds, the school will not be responsible for the loss or theft of such items.
4. Card playing or any form of gambling is not allowed in the school, on school buses or at off-campus job sites.
5. Tools are not to be taken to the cafeteria or to any unsupervised area of the building.
6. Food and/or drink must not be taken out of the café. Students are not to possess food or drink (this includes bottles or containers of water, soda and juice) of any kind in the classroom, shop or hallways. All beverages must be consumed in the cafeteria. Students will have access to water fountains throughout the school.
7. Valuables or expensive clothing should not be brought to school. The school cannot assume responsibility for the security of these items. Students should not carry large sums of cash.
8. Jawbreakers, candy, lollipops, ring pops, push pops, stick candy and gum will not be permitted in school.
9. Absolutely no roller blades, scooters, mini-bikes, skateboards, etc. are to be brought on state property. Also included are any non-registered motorized bike such as pocket bikes.
10. Use or copying of the academic work of another individual and presenting it as the student's own work without proper attribution is considered plagiarism. There will be no credit given for that assignment. Parents will be contacted and additional disciplinary measures may be taken.

In-School Suspension/Student Achievement Intervention Lab (SAIL)

If disciplinary action results in an In-School Suspension (ISS), the student will spend suspension time in a positive, supportive environment – the Student Achievement Intervention Lab (SAIL). Administrators recognize that there are times when students have difficulty controlling certain behaviors and must be removed from the regular school day activities. This action enables the student who is disruptive to the educational process to remain at school. The SAIL program is designed to provide an effective discipline strategy which serves students by offering them the chance to overcome a potentially negative learning situation with a positive one. Students placed in ISS must follow the daily schedule provided by the SAIL teacher. Along with class work assigned by regular academic teachers, students also are required to complete “learning packets” assigned by the SAIL teacher while they are suspended. These packets, with both reading and writing sections, provide a focus on what the student did which resulted in his/her suspension. If a student fails to comply with the specific ISS/SAIL rules, further disciplinary action will be taken.

In-School Suspension Rules:

1. All school rules apply in the SAIL classroom.
2. Students report to the SAIL classroom at the beginning of the day (7:35 a.m.)
3. Students must bring all necessary texts and materials to the SAIL classroom. Passes to lockers will not be permitted.
4. Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make up an entire day of ISS on the next scheduled school day.
5. Students will be assigned seats and will remain seated in these seats unless moved by the SAIL teacher.
6. Talking or interfacing (passing notes, sharing books) with other students, sleeping, lounging, putting heads down on the desk, playing games of any kind is not allowed.
7. Two restroom breaks are provided daily.
8. Satisfactory completion of all assignments provided by the SAIL teacher is mandatory. The SAIL teacher will review all class work and behavioral/learning packets prior to release from the SAIL program. It is the responsibility of the student to return all assignments to their academic teachers for assessment. The student will receive an initial grade of “IN” for any assignments NOT RETURNED as required. The grade of “IN” will be changed to a “0” by the academic teacher if the assignments are not completed.
9. Students must raise their hands to ask a question.
10. Food, candy, gum and/or drinks cannot be consumed in the SAIL classroom.
11. Students will be escorted to and from the cafeteria during a scheduled lunch time.
12. Participation in, or attendance at, any school/extracurricular activity on the scheduled ISS day may not be permitted.
13. Absences from class due to ISS will be reported on attendance records as an In-School suspension day.

School Identification

All students and staff **are required** to wear the H. C. Wilcox Technical High School photo identification badge. The photo ID **must** be worn only on the breakaway lanyard provided by the school. **This is a Connecticut Technical High School Board of Education policy mandated in all Technical High Schools.** The ID badge cannot be broken or defaced in any way. It will be the responsibility of the student to pay a \$3.00 replacement cost for the photo ID badge if it is lost, broken, or defaced. The replacement cost for the mandated breakaway lanyard is \$2.00. Any student refusing to wear or replace an ID badge will be disciplined

Student Dress at H. C. Wilcox Technical High School

Substantial complaints concerning the student dress code shall be dealt with by the *Dean of Students*.

The following are examples of attire that is **prohibited** from wear in the school and further clarifies page **forty (40)** of this handbook.

- Underwear or nightwear worn as street clothing, camisoles, clothing with spaghetti straps, bra tops, tube tops, "tiny tanks", and pajamas.
- Any form of revealing or low-cut clothing including "lace up" jeans or slacks that reveal the thigh and hip area.
- Bare midriffs, bare sides, hips and backs
- **Extremely baggy, dragging, long pants are a safety hazard. Pants must be worn at waist level with a belt. Belt straps cannot drag or hang.**
- **No sweatpants.**
- Leggings are not permitted as an outer garment – can be worn under appropriate length skirt
- Hats, stocking caps, bandanas and caps of any kind.
- Heavy coats, jackets or raincoats are not to be worn inside the building.
- Bike shorts
- Sunglasses.
- **Hooded sweatshirts** (includes zippered/button down sweaters – all hooded garments)
- Slippers, socks, flip-flops, backless shoes, toeless shoes.

Trade/Technology Area Dress

Each trade/technology area requires a specific manner of dress. Complete uniforms must be worn at all times during the trade cycle. This will include safety glasses and work boots as well as the approved shirt and pants determined by the trade/technology area department head. Wearing **tinted** safety glasses will not be allowed inside the building. Each trade/technology will notify parents of the complete approved uniform for that specific area. Shirts must be tucked into pants. Pants must be worn at waist level with a belt. **Any student violating this policy will not be allowed to remain in the trade area.** Parent/guardian will be contacted to bring in the correct attire. If the parent/guardian contact cannot be arranged, the student will be disciplined appropriately. The student will not be allowed to participate in the practical or production areas of the trade/technology.

Public Display of Affection

Excessive display of affection in a work or school atmosphere is offensive and embarrassing to others, as well as distracting and disruptive to the educational environment. This type of display is not acceptable.

Passes

Students are not permitted to enter classrooms and shops except in accordance with the regular schedule. No student should be out of his/her department or classroom while school is in session without a pass properly filled out and initialed by the instructor or an administrator.

Theory classes in session are not to be disturbed. Teachers may issue passes to students for make-up work during study halls. **Passes will be issued on a limited basis.**

- Academic instructors will not provide passes to students requesting entry to technology areas.
- Trade instructors will not provide passes to students requesting entry to the academic area.
- Students who wish to go from class to shop or shop to class must have administrative approval.
- Student lavatories are to be used during academic breaks, lunches and after school.

SECTION IV – GENERAL INFORMATION

Daily Schedule

School doors open at 6:45 a.m. All students will report to the cafeteria upon entering the building. At 7:23 a.m., the warning bell will ring allowing students to proceed to their lockers. Homeroom begins at 7:35 a.m. Announcements are made over the Public Address (PA) system each morning during homeroom. The school day ends at 2:11 p.m.

The school half day is from 7:35 a.m. until 12:03 p.m.

A weekly schedule of events and activities will be posted in each classroom for your information. Any special notices will be listed in the morning announcements and read during homeroom.

Students will not be permitted on school grounds after 3:15 p.m. unless they are staying for detention, extra help, athletics, clubs/activities or other reasons approved by the administration.

H. C. Wilcox Policy for Automobiles on Campus

Seniors and **juniors** who hold a valid Connecticut driver's license are allowed to drive to school and park on campus. All vehicles parked on campus **must** be registered and display the H. C. Wilcox parking permit. Registration cards will be available to students in the administration office. Students must show their valid Connecticut driver's license, current insurance card, and car registration in order to obtain a parking permit.

Remember, there are approximately one thousand people entering H. C. Wilcox every morning. Proper traffic patterns must be followed. Please follow instructions of school staff on duty during morning arrival to drop off passengers. **SPEED LIMIT IS FIVE (5) MILES PER HOUR.**

Stopping in front of the building to drop off passengers is not permitted. Upon arriving on school grounds, students are to park their vehicles in the **North Parking Area Only**. There will be no loitering in the parking lot once students arrive on school grounds.

Students are not allowed to access their vehicles during the school day without the permission of an administrator. Parking on school property is a privilege. The administration reserves the right to deny/revoke parking permits based on student conduct in regard to school rules, policies and procedures. All registered student parking is on a first-come basis.

Deliveries and Messages

Delivery of flowers, balloons, cakes, etc is **not allowed**. If these items are delivered, the student will not receive them until school is dismissed. **There will be no delivery of food allowed.** This includes delivery of pizza or any other fast foods. Only messages of an emergency nature will be accepted and delivered to students.

Cafeteria

All students must report directly to the cafeteria during their lunch period. Students are not permitted in areas other than the cafeteria during this period. Hot lunches are available daily.

The following rules must be observed in the cafeteria:

- Do not crowd in line or attempt to cut in line.
- Avoid boisterous behavior. Eat in a quiet, orderly manner.
- Leave no refuse on tables, chairs or floor. Put trash in garbage containers located near dish washing area.
- Return dishes, trays and other items to the dish washing area when finished. Be careful not to drop trays or plates into garbage containers.
- Students must have permission to leave the cafeteria to go to the lavatory.

Elevator

Students who need to arrange for elevator use should see the School Nurse.

Early Release

Early release is a privilege granted to **seniors** during the academic cycle who meet the following criteria:

- Written parental permission
- Passing grades in all courses
- Good attendance and citizenship
- Follow the rules and regulations of the H. C. Wilcox Student/Parent Handbook

Further information will be available at the beginning of the school year.

School Field Trips, Production Work Outings, School Sponsored Activities

The school administration reserves the right to deny student participation in all extra and co-curricular activities for the following reasons: failure to meet obligations, such as detentions and financial; inappropriate conduct; poor academic performance; poor attendance; previous disciplinary history.

School Awards Program

In addition to the “*Athletic Awards Program*”, H. C. Wilcox Technical High School has a “*School Awards Program*”. Awards consist of tools, cash, and some awards are in the form of scholarships to institutions of higher learning. Each award has its own set of eligibility rules based on criteria such as student attendance, student performance, scholarship and/or citizenship. Awards assemblies are scheduled for June of each school year.

Inclement Weather and Other Emergencies

When school is delayed or cancelled, local news and radio stations are notified. The announcement will clearly state **H. C. Wilcox Technical High School** by name. If your hometown public school district is cancelled due to inclement weather, transportation will not be provided to H. C. Wilcox. This is considered an excused absence.

Lockers

Each student is assigned a locker and a lock. The locker is considered state property and as such is subject to search (see [page 55](#) of this Handbook). It is the responsibility of the student to see that the locker is kept locked and in order at all times. Students should not compromise security by sharing their lockers and combinations with friends. Students will return locks to their homeroom teacher at the end of the school year. Missing and/or damaged locks must be paid for by the end of the school year. Report any problem with a locker in the academic area to Guidance. Lockers in the gym and in the trade/technology areas must be secured with a lock at all times.

Students are permitted to go to their lockers at the following times:

- Before homeroom
- Seniors and Juniors will be permitted to go to their lockers after 2nd period
- Before lunch
- At the end of the school day

Lost and Found Articles

Lost and found articles such as clothing, personal equipment, books and keys must be reported or turned into the Guidance Office. Articles that are found and turned in will be kept for a reasonable time and then discarded.

Safety with Respect to Windows and Overhead Garage Doors

No student (s) shall open or close any window in the building under any circumstance. In addition, no student shall operate any *manual overhead door* under any circumstances. However, a student may operate an electrically operated overhead garage door equipped with a safety stop motion device with the permission of the teacher (s).

Student's Rights and Responsibilities

Students, as citizens, have certain constitutional rights which cannot be disregarded under any circumstances. It is the responsibility of the school to protect these rights. Recent court decisions recognize the constitutional rights of school-aged students. However, students must also recognize that along with rights come responsibilities. A lack of responsible behavior weakens the constitutional rights of all concerned.

Students have the right to:

1. A school environment conducive to learning which is made possible by reasonable rules that are firmly and fairly enforced.
2. Know the behavior expected of them and the consequences for infraction of the rules.
3. Due process consisting of:
 - a) explicit knowledge of charges brought against them.
 - b) the opportunity to be heard in their own defense.

WILCOX TECHNICAL HIGH SCHOOL PHILOSOPHY

Education must compel us to develop a sense of mastery and a belief in our ability to shape our future. As a basis for building an educational program at H. C. Wilcox Technical High School, the school community believes the following tenets are fundamental:

- Education is a growth process by which people think and act more pragmatically.
- The dignity of the individual is foremost.

- The individual's achievement is dependent upon the achievement of others and the mutual rights and problems of all people are considered.
- Each person have an understanding of and respect for the traditions, customs, and heritages of this country which have contributed to its development and which will affect its future progress.
- Our democratic society provides us with the opportunity for the development and the mastery of fundamental attitudes, habits and skills.
- The development of ethical values and principals is standard.
- Instruction should encourage perseverance, creativity and character

Our unique mission as a technical high school is to provide both the highest quality instruction in both technical and academic programs. Our technical courses should reflect current industry standards. Our academic and technical curricula should include instructional materials that reflect The Common Core of Learning and the learning standards of The Connecticut Framework: K – 12 Curricular Goals and Standards.

Learners must meet the demands of the 21st century. Therefore, study must be authentic; education must prepare us to manage our individual lives within a culture of technology and rapid change. Lessons that develop proficiency, confidence, and fluency in foundational and technical skills must be constructed.

The school community at H. C. Wilcox believes that students learn best when they are motivated and assured. Education must embrace a vision that allows each student to develop to his or her fullest potential. This vision sets no limits, assures life long learning, and allows students to attain their dreams. We must provide quality programs that brighten the spirit of every student.

MISSION STATEMENT

The mission of H. C. Wilcox Technical High School is to provide a rigorous educational program meeting the needs of Connecticut's citizens and employers through academic instruction, intensive occupational-specific training and apprenticeship credit. Students will be prepared for lifelong learning. Our graduates will be competent, respectful and responsible citizens capable of adapting to an increasingly technological society.

Position Statement on Creating a Healthy School Environment

Adopted February 7, 2001

The Connecticut State Board of Education believes that schools are among the most important vehicles, together with families, for providing all children with an effective educational opportunity and supporting the growth and development of every child. Schools must seek to enhance student learning by addressing the intellectual, emotional and physical safety needs of students and staff. All students deserve a quality education that incorporates the teaching of respect for others and self, integrity, citizenship and sense of commitment and obligation to the school and community. These responsibilities are critical components for developing a safe and productive environment in which all students can learn and for contributing to the vitality of modern society. Educators, therefore, are charged not only with providing a sound education in multiple content areas, but also with helping all students understand the necessity of ethical and legal conduct and balancing individual rights with the common good.

All school personnel, parents, students and community agencies share a role in creating a safe and nurturing learning environment for all students and helping to raise a generation of youth who are respectful and responsible not only to themselves, but to others within their school and community.

Students' Role in Developing a Healthy School Environment

Students have the responsibility to observe the laws of the nation and state, the policies and procedures of the district, and the rules of the school and classroom.

- Students must take advantage of the teaching that is provided them.
- Students must appreciate differences and respect all other persons.
- Students must contribute to a safe, productive school climate.
- Students must serve as positive role models to other students and in their communities.

Families' Role in Developing a Healthy School Environment

Families are a child's first and most important teacher; therefore, family involvement is crucial in developing a child's sense of personal responsibility to others. Schools must work with families to instill a sense of responsibility and empathy in every young person.

- Families must model and integrate ethical behavior into the everyday lives of their children.
- Families must provide consistent care and model pro-social behaviors, set strong examples and correct inappropriate actions (e.g., resolving conflicts peacefully, demonstrating tolerance and respect for individual differences, and encouraging lifelong learning).
- Families must become involved in school, community and state events and take an interest in national and world events.

Strategies for “Bullying” Conflicts

“Bullying” means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity which acts are repeated against the same student over time.

In order for teaching and learning to occur there must be a positive climate in which students are appreciative and accepting of individual differences and behave responsibly toward others. The following are some strategies for both students and parents if such a bullying experience should occur.

Strategies for Students

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Depending on the situation and their own level of comfort, students can:

- seek immediate help from an adult;
- report bullying/victimization incidents to school personnel;
- speak up and/or offer support to the victim when they see him/her being bullied - for example, picking up the victim’s books and handing them to him or her;
- privately support those being hurt with words of kindness or condolence;
- express disapproval of bullying behavior by not joining in the laughter, teasing or spreading of rumors or gossip; and
- attempt to defuse problem situation either single handedly or in a group – for example, by taking the bully aside and asking him/her to “cool it”.

Strategies for Parents

The best protection parents can offer their children who are involved in a bully/victim conflict is to foster their child’s confidence and independence and to be willing to take action when needed. The following suggestions are offered to help parents identify appropriate responses to conflict experienced by their children at school:

- Be careful not to convey to a child who is being victimized that something is wrong with him/her or that he/she deserves such treatment. When a child is subjected to abuse from his or her peers, it is not fair to fault the child’s social skills. Respect is a basic right: All children are entitled to courteous and respectful treatment. Convince your child that he or she is not at fault and that the bully’s behavior is the source of the problem.
- It is appropriate to call the school if your child is involved in a conflict as either a victim or a bully. Work collaboratively with school personnel to address the problem. Keep records of incidents so that you can be specific in your discussion with school personnel about your child’s experiences at school.
- You may wish to arrange a conference with a teacher, principal or counselor. School personnel may be able to offer some practical advice to help you and your child. They may also be able to intervene directly with each of the participants. School personnel may have observed the conflict firsthand and may be able to corroborate your child’s version of the incident, making it harder for the bully or the bully’s parents to deny its authenticity.
- While it is often important to talk with the bully or his/her parents, be careful in your approach. Speaking directly to the bully may signal to the bully that your child is a weakling. Speaking with the parents of a bully may not accomplish anything since lack of parental involvement in the child’s life is a typical characteristic of parents of bullies. Parents of bullies may also fail to see anything wrong with bullying, equating it to “standing up for oneself”.
- Offer support to your child but do not encourage dependence on you. Rescuing your child from challenges or assuming responsibility yourself when things are not going well does not teach your child independence. The more choices a child has to make, the more he or she develops independence, and independence can contribute to self-confidence.
- Do not encourage your child to be aggressive or to strike back. Chances are that it is not his or her nature to do so. Rather, teach your child to be assertive. A bully often is looking for an indication that his/her threats and intimidation are working. Tears or passive acceptance only reinforces the bully’s behavior. A child who does not respond as the bully desires is not likely to be chosen as a victim. For example, children can be taught to respond to aggression with humor and assertions rather than acquiescence.
- Be patient. Conflict between children more than likely will not be resolved overnight. Be prepared to spend time with your child, encouraging your child to develop new interests or strengthen existing talents and skills that will help develop and improve his/her self-esteem. Also help your child to develop new or bolster existing friendships. Friends often serve as buffers to bullying.