





# Leonard J. Tyl Middle School 2020-2021 Student Handbook

*Please sign and detach this sheet, then submit it to your homeroom teacher.*

I have read and understand this handbook and will abide by the rules and guidelines set forth in its pages as a responsible student of Leonard J. Tyl Middle School.

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

I have read and understand this handbook.

Print Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_



**Student Name** \_\_\_\_\_ **HR** \_\_\_\_\_

## **PREFACE**

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as “you” but rather as “the student,” “students,” or “children.” Likewise, the term “the student’s parent” may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the Student Code of Conduct contained herein intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications. Please refer to the district web site link <http://www.montvilleschools.org/district/policies> for all Board of Education policies.

## **NON-DISCRIMINATION**

Each student is encouraged to develop and achieve individual educational goals. 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 educational programs or activities because of race, creed, color, national origin, sex, sexual orientation, gender identity or expression, marital status, age, or disability, subject to the conditions and limitations established by law.

Any student, parent/guardian, staff member or applicant to a program, who alleges discrimination, should pursue the procedure for the redress of the alleged grievance as outlined in Montville Board of Education policy 4111.1, Nondiscrimination.

Paula LaChance is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

## **Leonard J. Tyl Middle School Core Values**

**Respect**  
**Responsibility**  
**Safety**  
**Pride**

## **TYL MIDDLE SCHOOL PERSONNEL**

Mary Jane Dix – Principal  
Jason Daly – Assistant Principal

### **GRADE SIX**

Christine San Souci – Counselor  
Special Education-Staff, Jamie Sierpinski, Lee Landeck

Kevin Orenstein-Math

Nicole Stelik-Reading/Writing

Diane Occhialini-Social Studies

April Parady-Walter-

Reading/Writing

Jean Scardina-Math

Hope Toland-Science

Jennifer Lopez-

Science/Social Studies

Kara Tiven-Math

Erin Donovan-Reading/Writing

### **GRADE SEVEN**

Meghan Coiro-Counselor  
Special Education-Cassandra Gregory, Suzanne Henderson

Lindsay Olock-Reading/Writing

Philip Mazerolle-Science

JoAnn Dixon-Science

Robin Greenwald-Mathematics

Jenna Crincoli-Mathematics

George Dawe-Staff-Social Studies

Rebecca Curtain-Brown-Reading

Patricia France-Reading/Writing

Erin Arcarese-Reading/Writing

Jennifer Fleming-Science

Michelle Hedrick-Mathematics

Kevin Orenstein-Mathematics

Cindy Carvalho-Social Studies

Joel Farrior-Social Studies

### **GRADE EIGHT**

Counselor-Mark McGuire  
Special Education-Dorothy Griffis, Michelle MacKenzie

Kelly Beams-Reading/Writing

Sharon Brown-Reading/Writing

Jessica Biekert-Science

Jeralyn Grills-Mathematics

Joel Farrior-Social Studies

Ellen Carenza-Reading/Writing

Rebecca Curtain-Brown-Reading

Philip Mazerolle-Science

Sandra Bascetta-Mathematics

Joseph Corso-Social Studies

Jenna Crincoli-Mathematics

### **SPECIAL SERVICES**

Amanda Brown-Secondary Program Leader

Amy Richter-School Psychologist

Sasha DiScuillo-School Social Worker

Amy Geary-Reading Intervention

Kalyn Travis-Special Education Teacher

Jean Jordan-Speech/Language

### **SUPPORT STAFF**

Karen Dragoo-Office

Jean St. Denis-Office

Sue Iaconiello-Office

Deb Apicelli-Office

Dyson Cryer-Alternative Classroom

Virginia Sirois-Kitchen Manager

Mary Byron-Nurse

Kristin O'Shaughnessy-Nurse

Don Kasper, Sarah Luty-Custodians

Luke Malinowsky, William Passero--Custodians

### **EXPLORATORY**

Bea Fain-Art

Rachel Berube-Art

Staff-Chorus, Music

Vanessa Wudyka-Band, Music

Leslie Walsh-Spanish

JoAnn Dixon-Computers

April Parady-Walter-Computers

Katherine Corey-Media Services

Daniel Petersen -Technology Education

Daniel Landeck-Technology Education

Patrick McGuire—Physical Education

Kathleen Franchi—Physical Education

## ADMINISTRATORS' MESSAGE

Dear Students and Parents,

Welcome to the Leonard J. Tyl Middle School and the comprehensive educational opportunities that we offer for our students in grades six through eight. Tyl Middle School provides students and the Montville community with many exciting and meaningful learning opportunities and activities. This Student/Parent Handbook has been prepared to offer you an overview of our school's programs and policies.

Our entire school staff works diligently to provide a safe and supportive atmosphere to optimize learning and be responsive to the academic, social, and emotional needs of our students. Contributing to this are a challenging and well-balanced curriculum, certified teachers, a variety of student activities, support services, and a high standard of behavioral expectations. Tyl Middle School affords students with learning experiences that help to prepare students for the numerous challenges encountered in today's world.

The success of students is greatly enhanced when parents and the school cooperatively pool their resources to assist children through this most critical and crucial developmental period. Effective communication is instrumental in providing a positive school experience. Our school staff welcomes any suggestions, questions, or concerns that you might have, and is available to help work through any problems that might occur during the course of the school year.

It is our goal that the middle years at the Leonard J. Tyl Middle School will provide each student with a safe, successful, and productive school experience. We strive to ensure that each student reaches their maximum potential.

Sincerely,

Mary Jane Dix  
Principal

Jason Daly  
Assistant Principal

## IMPORTANT PHONE NUMBERS

Main Office: 848-2822

Fax: 848-8854

Student Services: 848-7590

Student Services Fax: 848-4858

School Nurse: 848-2519

Transportation Center: 848-3878

## LEONARD J. TYL MIDDLE SCHOOL

### PHILOSOPHY

As a PBIS school, it is the philosophy of the Tyl Middle School to promote a positive, safe atmosphere to help students grow academically, socially, and emotionally. Our entire staff is dedicated to providing all youngsters with a productive and enjoyable environment and encourages all students and parents to become allies in this endeavor.

Like any school, Tyl Middle School has its share of rules and regulations, designed not to limit freedoms, but rather to ensure the rights and opportunities of both students and staff alike. This handbook is intended to enable students and parents to better understand our course of studies, our expectations for student conduct, and, in general, Tyl's entire curricular and co-curricular programming.

### MISSION AND EXPECTATIONS STATEMENT

Recognizing that our ultimate goal is to prepare students who will be responsible citizens of a democratic, culturally diverse society, the mission of Leonard J. Tyl Middle School is to educate the whole child, to encourage the pursuit of excellence, and to foster an enduring love of learning.

Our mission is based on the following beliefs:

- All children need to be valued and respected
- Middle school children are at a unique developmental stage and require a safe and nurturing learning environment appropriate to their particular emotional and cognitive needs
- A comprehensive academic program must recognize the individual needs, interests, and learning styles of all students
- An optimal curriculum addresses all facets of literacy and common core standards, teaching basic skills, problem-solving, and critical thinking skills in a variety of disciplines
- A cooperative relationship with parents and the community is a vital component in the education of children.

### Expectations

Students will leave Tyl Middle School as:

- Accepting and considerate individuals
  - Articulate communicators
  - Logical and deep thinkers
  - Creative problem-solvers
  - Collaborative contributors
- Engaged and enthusiastic learners

## ABSENCES/ATTENDANCE

In order to take full advantage of all that Tyl Middle School has to offer, students should make every effort to be in school each day. Good attendance is a major contributor to academic success. The goal of the school is to support students and families in assisting good attendance. When any student has been ill or expects to be absent for three days or more, he/she may obtain assignments by telephoning the school office. It takes a day for teachers to organize assignments. It is the student's responsibility to make up any work missed during an absence from school. ***Students are not expected to miss any more than 10 days in a school year.***

When a student is absent, a parent or guardian should call the school to report the absence. An attendance answering machine is available for your message after 4 P.M. the night before the absence through the following morning. The school will utilize the auto-caller to contact home whenever a student has an unexcused absence.

**Absences are excused with a parental phone call for the first 9 absences.** After nine absences a student illness must be verified by an appropriately licensed medical professional to be excused. The school nurse can be utilized for this. Below is a list of possible excused absences that are not medically related.

Observance of a religious holiday.

Death in the students' family or other emergency beyond control of the family.

Mandated Court appearances.

Lack of transportation normally provided by the district.

Extraordinary educational opportunity pre-approved by the principal.

We govern our attendance decisions by state legislative guidelines. ***18 plus absences or 10 unexcused absences is considered chronic truancy by state guidelines.***

If attendance becomes an area of concern, parents will be notified through a letter. The school will work with a family to provide appropriate supports. If however the attendance does not improve the school may seek further assistance from the Department of Children and Families.

Excessive tardiness to school or excessive early dismissals may result in office detentions being issued.

## ACCIDENTS AND ILLNESS

A student should report to the teacher if he/she becomes ill during the day, or if he/she has an accident while in the building or on school grounds. The teacher will then refer the student to the nurse's office. **Students must see the nurse for assistance in health matters prior to contacting home and leaving school.**

## ACADEMIC INFORMATION COURSE GROUPING

The philosophy of the Leonard J. Tyl Middle School is to group students heterogeneously in most core subject areas and in all exploratory areas. Some homogeneity exists in several areas such as math due to the skill level and aptitude required. Flexible grouping may be exercised in core classes based on the needs of students. Flexible grouping is most apparent in Reading, Writing and Math.

## BREAKFAST / LUNCH / CAFETERIA

The Montville School System participates in the National School Breakfast & Lunch Program which is regulated by the State Department of Education. Montville's School Nutrition Program is committed to providing nutritious breakfasts and lunches to school children at a reasonable price. Important considerations used in designing and preparing meals include the USDA's Dietary Guidelines for Americans which encourage whole grains, fruits and vegetable consumption for increased fiber, vitamin and mineral intake, yet limit saturated fat and salt amounts. **More fruits and vegetables are served: students must take a fruit or vegetable with each student meal by Federal requirement. Check out [www.choosemyplate.gov](http://www.choosemyplate.gov) for dietary news and info on the food groups: fruits, vegetables, grains, protein and dairy.**

Hot and cold lunch choices are offered at all levels (K-12th grade). A variety of a la carte selections approved as State healthy food snacks and beverages are also sold. Breakfast is served in all schools. Menus are sent home monthly with the elementary students. Monthly menus are also available on the web at [www.montvilleschools.org](http://www.montvilleschools.org), see Departments, Nutrition Services. Students contribute to menu planning with the nutrition program director. The food is served by cooks and cook/managers that are certified by the State Health Department as safe food handlers.

A computerized meal accountability access system maintains meal sales information. Prepayments are encouraged at the start of the week or month to the cashier before class at breakfast. They may pay by cash or check to “Montville School Nutrition” or “MSNP”. Please list student name on check. Meal money is then always available for students whenever they get lunch or breakfast. *Please pre-pay to make the meal line move fast! Parents are responsible for paying for their children’s meals.* An online payment option is also available at [www.MyPaymentsPlus.com](http://www.MyPaymentsPlus.com) or call 1-877-237-0946. Student money may go in a “general account” to get a meal or extra milk or water, or a “meal only” account, or money in both accounts to enable extra purchase of water or snacks plus meals.

Students enter their student identification number into a push pad by the cashier after getting their meal. The computerized meal accountability system can provide a report of student meal purchase activity by student number or name for parents. Information on what meals or snacks a student eats is quickly accessible to parents on line. There is no mention of free or reduce meal eligibility.

Lunches and breakfasts are served for free or at a reduced price to children who meet income eligibility guidelines. They receive an approved for free or reduced rate letter from the Nutrition Program Office at Leonard J. Tyl Middle School. At the beginning of each school year, Free and Reduced Family Meal Application forms to determine eligibility are sent home. To apply for free or reduced meals, households must fill out the application and return it to school. Additional forms are available at each school office, from the cafeteria cashier, the school nutrition office or the school webpage: [www.montvilleschools.org](http://www.montvilleschools.org) see Departments, Nutrition Services. Applications are accepted throughout the year (reapply if your household size or income changes).

Questions? Call the Montville School Nutrition Program: 860-848-9208 extension 2114.

### **BREATHALYZER POLICY**

This policy provides the basic structure for the use of passive alcohol sensors in the Montville Public Schools to detect/confirm alcohol consumption by students.

The passive alcohol sensor (“PAS”) device is a non-invasive high-speed breath alcohol-screening instrument which can be used as a “sniffer” for overt or covert alcohol detection. This device may be used to sample a student’s breath in order to detect alcohol use, with results reported as either “positive” or “negative.”

Only designated school personnel will be trained in the use of the PAS device. Testing of students using these devices will be conducted in a separate area, to the extent practicable, to maintain student privacy.

Results from a PAS device or breathalyzer will be maintained in a confidential manner, and released in accordance with district policy and state and federal law.

Designated school personnel are authorized to use the passive alcohol screening as follows:

To screen participants at dances. After an initial positive reading, the student will be pulled aside and asked to take a confirmation test ten (10) minutes after the initial positive test. If a student test is positive on the second test, the student will not be admitted to the dance, and the student’s parents/guardians will be called to escort the student home. The student may be subject to appropriate disciplinary action as set forth in the district’s disciplinary policies. If a student refuses the screening, the student’s parents/guardians will be called, and the student will not be admitted to the dance.

### **BULLYING BEHAVIOR**

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

#### **Policy 5131.90**

For purposes of this policy, “Bullying” shall mean any overt acts by a student or group of students, committed more than once during the school year that is directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity, or on the bus.

Bullying behavior in violation of Board policy must occur on school grounds or at a school sponsored activity. School officials are authorized to impose discipline for such conduct (off-campus) only if such conduct markedly interrupts or severely impedes the day to day operations of the school.

#### Types of Conduct

1. Physical intimidation and/or attacks.
2. Verbal taunts, teasing, cruel rumors, false accusations, name-calling and put-downs, including taunts based on ethnicity, gender, religion, sexual orientation or other protected and/or individual characteristics and social isolation.
3. Oral or written threats and intimidation (including use of electronic devices, such as texting, Instagram, Snapchat etc.).
4. Threatening looks, gestures or actions.

### Investigation:

The Assistant Principal or their designee is responsible for investigation of all bullying reports. Formal reports may be made in writing or orally by students, parents or guardians. Such reports should be reasonably specific as to action, time and place, number of incidents, the target of alleged acts, suspected bully and names of potential witnesses.

Anonymous reports may be made by whereby students request their name be withheld. Should anonymity be requested, the Assistant Principal will meet with students but no disciplinary action may be taken solely on an anonymous report. Bullying can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and students. Accordingly, there is no one prescribed response to verified acts of bullying. Interventions assigned by the administration may be disciplinary or non-disciplinary such as counseling, mediation, education and/or social skills training.

Bullying behavior by any student in the Montville Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

Bullying outside of the school setting may also be addressed if it has a direct and negative impact on a student's academic performance or safety in school.

Board policy and regulation #5131.90 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

### **BUS SAFETY AND SCHOOL TRANSPORTATION**

The bus driver is in charge of the bus and its occupants from the time the students get on the bus until they are safely discharged. Students are expected to respect the rights of others at all times. Smoking, profane language, and misbehavior on the bus is prohibited. Repeated misbehavior or a single serious offense will result in losing bus privileges. If a student is on bus suspension, a parent is required to provide transportation to and from school. In an emergency situation only, students may take another bus with a written note from home and consent from the transportation supervisor and school principal.

**Generally, according to BOE Policy 5131.1, transportation discipline includes the following procedures:**

**1<sup>st</sup> offense—Letter of Warning to Parents**

**2<sup>nd</sup> offense—3 day suspension from transportation**

**3<sup>rd</sup> offense—5 day suspension from transportation**

**4<sup>th</sup> offense—10 day suspension from transportation**

Students who are eligible to be transported to school by bus may ride any bus with written permission given to the school office secretary before the student gets on the bus. Students will then be given a bus pass. Notes to drivers are not acceptable.

No bus student may walk home or to Montville High School, without parental permission and without there being a parent note/letter for such permission on file with the Tyl School Office. Middle school students are NOT allowed to ride the late bus home from the high school.

Students who have remained after school for extra help with school work, extra-curricular activities, or detention will be provided transportation to within reasonable distance of their home. ***Students may not be dropped off at their normal bus stop.*** For some students a considerable walk is needed to get to their house. Many parents meet students at the late bus stop. *(See map in school office, on our web site, or contact the Bus Director at 860-848-3878.)*

A student must sign a late bus list and obtain a late bus pass from the teacher they stayed with to be eligible for late bus transportation. Late buses leave Tyl anywhere from 4:00 to as late as 4:30 on some days.

### **CARE OF SCHOOL PROPERTY**

Students are responsible for all school property in their possession. When students are issued a book they will sign a receipt and *put their name in the book*. All textbooks shall be covered and protected at all times. Students are responsible for any damage or wear beyond the normal amount. Books which are lost or stolen must be paid for. Students who carelessly or maliciously destroy or damage school property will be held financially responsible and will face disciplinary action.

Most textbooks, reference materials, library books, and other equipment in Tyl Middle School are of excellent quality. Tyl Middle School is well maintained. Any destruction or defacement will be dealt with severely. Each student is requested to be responsible for making his/her teacher aware of any problems or changes in the condition of school materials.

### **CELL PHONE AND ELECTRONICS**

Cell phones and all other electronic devices are the responsibility of the student. Although the school will help a student retrieve a lost or stolen electronic device, the school is not financially responsible for electronic devices.

**Use of cell phones is not allowed during the school day.** They must be off and put in the locker. Cellphones may not be used between classes or at lunch. Teachers will post a notice on their doors or inform students prior to class if they need their phone for an assignment. Students are not allowed to send or receive calls, text messages, post on social media, photograph or videotape during school hours or on the bus.

Students caught using a cell phone during the school day will be asked to put them away. Repeat offenders will be asked to turn their phone over to the adult in charge. Students are expected to respectfully comply with this request. All confiscated cell phones should be turned into the office with student's name attached. Students may pick up their cell phone at the end of the day at dismissal. Repeated offenses will cause disciplinary action or pick up by a parent. ***Posting video or photographs taken during school hours or at school events without permission will have a disciplinary consequence.***

### MANDATED REPORTING

All school employees are mandated reporters by law (C.G.S. 17a-101) and are required to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in their use. Reports can be made anonymously and families may not question or contact the reporter.

Reporting of child abuse and neglect is a responsibility which is taken seriously. In the course of our work students say many things to us some true and some taken out of context. If there is any doubt about reporting suspected abuse or neglect a report will be made. As we are told by DCF, we are not investigators, we are reports. The school will work with the parents and appropriate social agencies in all cases.

### CLASS CHANGE POLICY

Class changes may be made for a variety of reasons including but not limited to; inappropriate academic placement, social emotional needs, and staff or parent request. Not liking a particular subject or staff member is insufficient grounds for a class change. Consideration for changes requires a conversation between teacher, student, parent(s) and school counselor to review the circumstances. Any recommendation for a change must have administrative approval.

### CO-CURRICULAR ACTIVITIES (C.C.A.)

C.C.A.'s are those school programs that extend beyond the school day and meet on a regular basis. We at the Tyl Middle School encourage all students to participate in these activities. They are fun and add another dimension to school. They also afford an opportunity to establish new friendships and skills. The following are some activities offered at the Tyl Middle School:

- Boys' and Girls' Basketball
- Boys' and Girls' Cross Country
- Boys' and Girls' Track
- Boys' and Girls' Intramurals
- Drama Club

- Robotics Club
- School Newspaper
- Student Council
- WTYL
- Yearbook
- PEACE Club
- NJHS and more

### CO-CURRICULAR ACTIVITIES (C.C.A.)

1. All students are barred from all C.C.A.'s while on suspension.
2. Students with detentions on days a C.C.A. is scheduled must serve the detention unless excused by the teacher issuing the detention.
3. Any student who fails any two subjects may become ineligible for C.C.A. for one trimester.
4. Students who are absent from school on the day of a C.C.A. cannot participate in that activity unless he/she has a valid excuse and the parent or guardian calls the school in advance to obtain administrative permission.
5. In the event of a situation arising which is not covered by these rules, the administration will provide a final decision.

### C.C.A. INELIGIBILITY

Students at the Tyl Middle School are eligible to participate in a wide range of co-curricular activities (C.C.A.'s) including athletic, academic, and club-type programs. ***If a student should fail two or more courses in any trimester, he/she becomes ineligible to participate in these activities during the next trimester.*** The student's primary responsibility is to his/her class work. C.C.A.'s are those school programs that extend beyond the school day and meet on a regular basis.

*Note:* Curricular or academic field trips and single events meeting entirely beyond the conclusion of the instructional day are not affected by ineligibility.

### COMPUTER & INTERNET USE POLICY

The Montville Board of Education supports the use of networks, including the Internet, to improve learning and teaching, and to promote educational excellence through the facilitation of resource sharing, innovation, collaboration, and communication. Use of networks, such as the Internet, dramatically expands classroom resources by enabling access from the classroom to information, data, images, original source materials and software otherwise impossible to reach. Internet access makes contact with people from around the world possible, and provides access to classroom experts in a variety of content areas, while also providing an avenue for sharing information and ideas from within our own system. As a learning resource, the Internet is similar to books, magazines, video, and other information sources.

Internet at Tyl is a private network solely for the use of students and staff for educational purposes. The wifi password is not available to the public.

Any user of the Internet or other network within the Montville Public School System has the responsibility to respect and protect the rights of every other user. Account holders and users, including staff, students, parents, and community members, are expected to act in a responsible, ethical, and legal manner, and to comply with Montville Public School's policy, as well as the purposes of other networks available through the Internet and the laws of Connecticut and the United States. Unauthorized or inappropriate use of network within the district, or the Internet, may result in disciplinary action, including, but not limited to, the withdrawal of use privileges.

### **COUNSELORS**

School counselors are available to help students better understand themselves, their abilities, talents, and career options in order to make mature, responsible decisions affecting their lives and the lives of others. Students may see their counselor by making an appointment before or after class or immediately in an emergency. Counselors may offer focus groups in response to student needs, for example: divorce groups, peer acceptance groups, and study skills programs. Parents are encouraged to contact their child's counselor with any concerns they might have.

Counselors also support students who need academic intervention. Students who have failed several classes each trimester may be provided with small group instruction in their areas of need.

### **DISCIPLINE GUIDELINES**

The discipline guidelines at Tyl Middle School are based on the values represented by our core words; Respect, Responsibility, Safety and Pride. The purpose of these guidelines is to establish a safe learning environment through the development of mutual respect for and between the students, staff, and school.

Tyl Middle School will provide a quality education in a structured program in which positive reinforcement is coupled with the consistency of consequences through our system of Positive Behavior Intervention Supports or PBIS. Our underlying premise is that school needs to be orderly to maintain a safe, nurturing environment for students. Therefore, all students are expected to follow the fundamental four rules listed below. These rules apply to any school activity.

### **FOUR SCHOOL RULES**

*“Learning and Caring Beyond Oneself”*

Respect-Be Respectful of yourself, others and property.

Responsibility-Be Responsible for your learning, actions and environment.

Safety-Be Safe in all you do.

Pride-Be Proud of yourself and your school.

Students who consistently comply with core rules receive positive reinforcement through High 5 card recognitions, Clean Slate activities, and good news cards.

### **TEACHER DISCIPLINE**

Teachers are responsible for their classrooms. They make many decisions in the course of the day relative to student well-being. Students are expected to comply with teacher requests and directions. Teachers use many strategies of classroom management from re-organization of seating to phone call and emails home and detentions as needed. Any student who is disruptive within a classroom may be immediately sent/removed to a designated area for a time out period, and then be disciplined by the teacher at a later time.

#### Classroom Actions Teachers May Take

Redirect, Seat Change, Verbal warning, Time Out, Parent notification/conference, School Counselor referral, Teacher detention after school or lunch, Mandatory Extra Help Session, Restorative Practices, Office Referral or detention

Student infractions which occur outside the, classroom, i.e., halls, etc., will result in the following teacher actions:

1. Redirect/ Re-teach
2. Verbal reprimand
3. Counselor referral
4. Pass Restriction

It shall be the teacher's discretion that determines which of the preceding actions will be appropriate for disruptive student infractions outside of the classroom. A meeting may also be called. A meeting with parents, teachers, counselor, and administrator, whereby the student's prior discipline problems and assigned consequences will be reviewed. When required, the administrator or teacher will initiate a parent conference to consider administrative disciplinary action of the student involved.

## DISCIPLINE GUIDELINES

Students are expected to exhibit proper behavior during school and at any school sponsored events. Failure to act in a responsible manner may lead to disciplinary actions. Offenses reviewed by administration are more serious offenses that go beyond the scope of teachers. Office offenses are either more grievous or are repeated offenses.

It is the responsibility of the total school community to create and maintain an environment that is safe and orderly to create an atmosphere conducive to learning and teaching.

The Leonard J. Tyl discipline code has three objectives: 1. Promote Leonard J. Tyl core expectations: Respect, Responsibility, Safety and Pride. 2. Preserve the optimum educational environment in which to deliver instructional services. 3. Respond to disruptive influences with corrective measures in a firm and consistent manner. The levels below are guidelines and can be overruled with Administrative discretion as needed.

### Level I

**Minor Disciplinary Infractions to be handled by teachers, not repeated or chronic behaviors;  
Minimal Consequences: Teacher Detention, Office Detention, Pass Restriction, Block Exclusion,  
Restorative Practices**

Disruption, Defiance, Disrespect, Non-Compliance, Lying, Tardiness, Leaving Class without Permission, Language Violation, Misbehavior for a Substitute, In Appropriate Display of Affection

### Level II

**Major, Chronic, Repeat Disciplinary Infractions to be handled by Administration;  
Minimal Consequences: 2-4 Hour Friday Detention, In-school Suspension, Restorative Practices as well as  
Block Exclusion may be combined with detentions.**

Profanity, Obscene Gesture, Misbehavior for a Substitute, Bullying, Harassment, Threatening, Intimidating, Risk of Injury, Plagiarism, Vandalism, Physical Aggression, Theft, Skip Class, Technology Violation

### Level III

**In & Out of School Suspensions/Police involvement as necessary:**

Fighting, Physical Aggression, Sexual Harassment, Bullying, School Wide Threats of Violence, Possession and/or Distribution of Drugs, Alcohol, Nicotine, Vaping, Weapons, Sexting Possession and/or Distribution, Theft, Racial Slurs

***Non-compliance in ISS becomes OSS***

### Office Detentions:

They are held 3 days a week Tuesday, Wednesday, and Thursday from the end of the school day until 3:45. Students are given an office detention slip that is to be signed by a parent. Students are expected to work silently on their school assignments or read a book. Students may not use their phone or listen to music.

### Friday Detentions:

These are scheduled throughout the year after school on Friday. Students meet in the library at the end of the school day to serve their detentions. Parents are responsible for students' transportation home. If a student is given a 4 hour Friday, a snack will be provided.

### In School Suspension:

Students assigned ISS are required to complete all academic work assigned by teachers while maintaining respectful behavior in ISS. Students are not allowed to stay after school on days they are suspended. ***Non-compliance in ISS becomes OSS***

### Out of School Suspension:

OSS is a consequence of last resort reserved for serious offenses or students who cannot maintain their behaviors while in In School Suspension or a harm to self or others. Students are not allowed to stay after school on days they are suspended

**Laser Pointers are against the law in Connecticut Public School**

## LEVEL IV: DISCIPLINE POLICY

These acts are so serious that they always require administrative action which result at a minimum in the immediate removal of the student from school (up to 10 days), and when appropriate, an expulsion hearing. These acts will also result in referral to law enforcement authorities. Montville Public Schools Policies and Connecticut state legal statutes dictate disciplinary actions for Leonard J. Tyl Middle School.

1. Possession of weapons: including but not limited to, firearms, knives, clubs, explosives, including their facsimiles
2. Possession or sale of alcohol and/or drugs, including their facsimiles; consumption or being under the influence of alcohol and/or drugs
3. Vandalism (major)
4. Theft (major)
5. Arson, false fire alarm report, including 911 call, bomb threat, weapons threat
6. Physical assault to a school employee or another student
7. Major disruption of the school (including substantive violent threat to school or school personnel)

In ANY circumstance not covered by the written rule, the detention and suspension policy is left to the discretion of the principal or his/her designee.

### Notes:

1. During periods of suspension, students are not eligible to participate in, or attend any school activity.
2. Students disciplined for possession, consumption, influence, or sale of alcohol and/or drugs will be referred to the School Social Worker after disciplinary consequences.

## DUE PROCESS

All students have the right to a hearing with administration where reasons for suspensions will be presented and where the student may explain his/her actions.

However, school administrators may immediately remove the student from school when, in their judgment, the student's behavior presents a real and present danger to the health and safety of the student, others, or the fundamental good order of the school. In the case of removal from school for more than ten days, there will be a hearing before the Board of Education.

## DRESS CODE

The primary responsibility for wearing appropriate clothing in school rests with the parents and students. Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school. Restrictions on freedom of expression may be applied whenever clothing is unsafe, disruptive or contrary to law.

Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, malodorousness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited. Students should be clean and neatly dressed in order to maintain a safe and proper educational environment. The dress code is designed to provide appropriate levels of decorum and decency, while allowing students to express their individuality. This dress code will be enforced by all Tyl faculty.

1. The following is a list of items that are not permissible to wear to school: Bathing suits, lingerie type clothing, see-through clothing, strapless tops, backless shirts, bare shoulder tops and A-Tee's (white undershirts) and soft-soled slippers.
2. Clothing which is immodest because of its tight fit or revealing nature or has holes that are revealing or apparel which jeopardizes safety is prohibited.
3. Clothing and accessories shall not display letters, words, or pictures which reference any of the following: a) drugs or alcohol; b) sex or sexual behavior; c) profane language or gestures d) weapons or facsimile; e) gang related colors, bandanas, accessories, or any clothing which disrupts the educational environment.
4. Black-soled footwear which marks the floor should not be worn. Soft-soled slippers should not be worn.
5. No hats, scarves, bandanas, sweatbands, sunglasses, or hoods, blankets or tails shall be worn in the school building.
6. Length of skirts or shorts shall be no shorter than approximately mid-thigh. The rule of measurement will be: When standing with arms relaxed at the student's side, the tips of the fingers cannot extend below the hem of the skirt or shorts.
7. Short shirts which expose the midriff, and see-through or mesh-style shirts or blouses are not to be worn. No visible skin should show between midriff and the top of pants.
8. Underwear exposed or worn as outerwear is not permitted.
9. All backpacks, purses, bags, blankets, sunglasses and headphones should be kept in lockers.
10. Students will need appropriate footwear for gym.

On an initial violation of the dress code, parents will be notified and requested to bring a change of clothing for their child, if necessary. Subsequent violations will result in Friday detention and/or In-School Suspension.

## EARLY DISMISSALS

Any student requesting early dismissal must have a signed note from his/her parent or guardian. This note is to be brought to the office before homeroom. The student must report to the office before leaving school and must be signed out and accompanied by his/her parent. Without proper parental authorization, student dismissal will not be allowed. No student is permitted to leave the building or the grounds without proper authorization.

## EXTRA-HELP

All teachers at the Tyl Middle School make themselves available for extra-help at least one day a week after school unless coaching assignments preclude such possibility. This time can be spent going over:

1. Material not clear to student.
2. Material missed due to absences.
3. How to study more effectively.
4. Preparation for a test.
5. Planning and working on a major project/paper.

Students experiencing any type of academic difficulty are strongly advised to seek extra-help. A late bus is available for students staying for this reason. Students must sign up with their teacher to remain for extra help.

In addition to each teacher offering extra help after school we offer a Homework Help Club Tuesday, Wednesday and Thursday in the library for most of the school year. This club is staffed by certified teachers including a math teacher for those students who struggle. This is open to all students in grades 6-8.

## FIELD TRIPS

Each year Tyl students take a variety of educational field trips. Field trips are organized by grade. Students are expected to represent their school for the fine institution that it is. Good conduct while at Tyl Middle School is necessary for field trip participation. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the principal. While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity. In addition, behavioral expectations found in school are always expected on field trips.

## HARASSMENT

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, or any disability they may have. The District does not tolerate harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child (ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or administration. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

A student who believes he/she has been harassed is encouraged to report the incident to the principal or assistant principal. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary.

## HEALTH ASSESSMENTS

State law and Board of Education policy require an up-to-date physical examination for students in grade six. Students will have from the last day of grade five until the day prior to entering grade seven to obtain the required physical examination. **Board policy also requires that students participating in interscholastic and intramural sports have an annual physical on file with the nurse before they try out.**

## HOME PARTNERSHIP

The Leonard J. Tyl Middle School community aspires to have each child investigate, master, and apply the knowledge, skills, values, and behaviors essential for productive lifelong learning and meaningful participation in society. While learning becomes the child's responsibility, it is the role of teachers and parents to support, nurture, and guide the child's education. Students flourish in an atmosphere where learning is a collaborative home and school effort. Therefore, in the home and school relationship it is essential that:

- In a spirit of cooperation, parents and teachers will establish communication which is direct, constructive, and ongoing. Communication from school to home or home to school should be prompt, courteous, and focused on the child's well-being. Teacher suggestions for scholastic improvement and follow-up, particularly in consistent daily monitoring of homework completion and overall academic achievement, should be adhered to. It is essential that communication and remediation of classroom problems occur at the parent-teacher level as most appropriate and direct to attaining a solution.
- Parents and teachers recognize the academic, physical, social and emotional development of the child is a shared and overlapping responsibility of the school, the family, and the community at-large. At home and at school, a high priority is given to learning and the positive development of each child.

The intention of the Tyl Middle School is that the home and school relationship be positive, productive and, most importantly established in the best interest of each student.

\*School personnel may be reached via email by using the person's first initial followed by last name@montvilleschools.org.

i.e. [mjdix@montvilleschools.org](mailto:mjdix@montvilleschools.org)

Parents may also access student information such as grades, attendance, and medical information through Powerschool.

### **HOMEWORK AND STUDY**

Homework is considered a key ingredient in the overall learning process. It is designed as an extension of classroom work to help students become more adept with material presently being studied. Homework also promotes a greater degree of self-directed and independent learning.

***All students at the Tyl Middle School should be spending between one and two hours nightly on teacher-directed assignments. If no formal assignments are given, the same amount of time should be spent reviewing previously presented work or in each of the student's academic areas or reading.***

Students at the Tyl Middle School will have experience working on long term projects, preparing for tests, and reading assignments. These tasks should be considered as homework and may entail completing assignments over a weekend or holiday period. Students, therefore, must learn to budget their time and establish priorities. All students should keep a daily assignment log identifying their exact assignments. It should be noted to both parents and students alike that one of the greatest sources of academic failure at Tyl Middle School is the non-completion of homework assignments.

Homework requests will be processed for students who have been absent from school due to illness or suspension for a period of three days or more

### **LIBRARY/MEDIA CENTER**

The library/media center houses a collection of materials designed to meet a variety of needs and abilities. The center provides students and staff with an impressive collection of current sources ranging in variety from books, magazines, cassettes, videos, and computer software. Students receive a library/media center orientation early in the school year that helps provide them with the resources to use the center most effectively.

The center is open after school and can be used during class with a pass from the teacher. Most books may be borrowed for two weeks and may usually be renewed.

It is the student's responsibility to return all borrowed books to the book drop located in the library. Students who damage or fail to return a book will be required to pay for it or lose the privilege of borrowing books.

### **LOCKERS**

Each student will be provided a locker with a combination lock. *No personal locks* may be placed on these lockers. Students may go to their lockers before school, before and after lunch, and after school. Students are not to go to their lockers between classes.

Students are not to share lockers nor are they to distribute combinations to other students. Any student who tampers with, or enters, or attempts to enter another person's locker will be subject to disciplinary action. The Tyl School follows Connecticut State Law and Board of Education policy regarding search and seizure of property or person. Lockers are school property and may be accessed by authorized school personnel.

### **LOST AND FOUND**

Students who find lost articles are asked to take them to the office. Valuables will be kept in the office. Other lost articles will be placed in the Lost and Found Bin in the cafeteria where they can be claimed by the owner.

The school is not responsible for any personal property which is lost or stolen. Students are encouraged to leave valuables at home. Electronics should never be left unattended. Locker rooms are not monitored during classes and as such valuables need to be locked in a locker. If possible, the school will make every reasonable effort to recover the property and, when necessary, discipline those involved.

## MARKING SYSTEM

Tyl Middle School uses a Standards Based Grading system. Grades are reported out on a Trimester schedule. An overall letter grade is given for each subject area and the standards for that content area are listed below with a number grade. The letter grade is based on the average from each standard that is graded that trimester. High school level classes are weighted for honor roll status.

Our current high school classes are Algebra I and Spanish I. One point is added to the grade weight. For example; a B+ in Spanish I is averaged as an A- for honor roll.

An "I" grade will revert to an F if the missing work is not made up within a reasonable time during the trimester following the one in which the incomplete was given. Students must have completed all of their work before the end of the third trimester.

## HONOR ROLL

A. The honor roll is one of the means to implement the philosophy of the Montville Board of Education, "The Board . . . shall focus the efforts of this system on the child as an individual so that each child will be challenged to develop to the fullest his/her intellectual capacity, his/her creative potential and above all to seek wisdom."

B. To provide an incentive, needed by some students, for striving to reach the limit of their potential both in the academic and exploratory areas of the curriculum.

C. To publicly recognize above average achievement by students regardless of their intellectual capacity.

**Honors:** Average of B and above with the lowest grade being B-.

**High Honors:** Average of B+ and above with the lowest score being B.

Spanish I and Algebra I are weighted classes. One grade level will be added to the grade. Example: C+ will average in as a B- and a B- will be average in as a B for honor roll calculations.

## PROGRESS REPORTS

A progress report will be mailed home at the halfway point during each marking period. The purpose of this report is to inform both the student and the parent of achievement thus far in each of his/her classes. Upon receiving a progress report that denotes academic weaknesses, parents should call their child's teacher or school counselor to work toward a resolution of the problem.

A progress report may be used as an instrument of praise, reflecting strengths and academic improvement, or to call attention to impending problems.

Progress reports may also be distributed any time a teacher determines it is necessary.

## ASSESSMENT RE-TAKE POLICY

All students are able to retake major assessments with teacher permission, to demonstrate their mastery of content.

The re-take assessment, assesses for the same skills and knowledge as the original assessment but the format and content may be re-designed by the teacher.

Students are responsible for completing an action plan, at the teachers' discretion, prior to completing a re-take assessment.

It is mandatory for all students who fail unit assessments and/or major projects to participate in the re-take action plan process.

This process needs to be initiated within 10 school days of receiving the failing grade.

The re-take action plan is allowed to be completed one time for major assessments and projects. The re-take policy excludes mid-term and final exams.

Students are not permitted to participate in the re-take action plan for assessments from previous trimesters unless they have been assigned a grade of Incomplete for the trimester. If this is the case then the grading policy for Incompletes will apply.

The final grade for the assessment/project replaces the original grade.

## REPORT CARDS

Report cards will be issued three times a year and are mailed or emailed to parents. In addition progress reports are mailed home 3 times a year.

Please refer to the calendar in this handbook for progress report and report card dates.

## POWERSCHOOL PARENT PORTAL

The Powerschool Student Information Management System gives teachers, parents and students an arena to communicate openly. Families can use Powerschool to view demographic data, academic progress, daily attendance records, schedules, assignments and grades for their children.

Powerschool protects our student data with the same advanced technology your bank uses to protect your financial accounts. We have carefully configured the system to ensure your child's information is confidential and can only be retrieved by you - the parent/guardian - and authorized school personnel. Parents/guardians of students in grades 6-8 are able to participate in this program. If you are the primary

contact for a child in grades 6-8, you should have received a welcome letter containing your user name and password for parent portal access after the first month of school. If you did not receive a welcome letter or are having problems with your account, please contact Leonard J. Tyl Middle School at 860-848-2822.

### MEDICATION IN SCHOOL

***A physician's written order and a written authorization of a parent or guardian must be presented for each medication ordered (including aspirin) and for each extension of a previous order.***

Forms for physician's orders and parent's or guardian's authorization are available at the school office. No non-prescription medication, including vitamins, diet pills, allergy medications, cough drops and aspirin may be self-administered. Students found carrying medications could be subject to school discipline according to Montville Policy # 5140.

Medication must be delivered in and dispensed from the container properly labeled with original prescription date, name of doctor and patient, name and strength of medication, and directions for administering. Only the school nurse or principal can accept the medication.

Parents may bring to school the exact amount of medication each week or month. Long-term medication orders are to be renewed at least once each school year.

Unused medication shall be picked up by the parent or responsible adult when notified by the school.

If medication should cause a potential for unusual side effects, it is suggested that parents get in touch with the school nurse, principal, or school counselor.

### MEDIA ACCESS TO STUDENTS

The Board of Education recognizes the important role the media serves in reporting information about the district's programs, services, and activities. Therefore, the district will make every reasonable effort to provide media access to students.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. The media may interview and photograph students involved in instructional programs and school activities including athletic events provided their presence will not be unduly disruptive and shall comply with Board policies and district goals.

**Parents who do not want their student interviewed, photographed, or videotaped by the media shall inform the school principal accordingly or not sign the agenda parent signature page.** A list of students who cannot be photographed will be kept in the office.

## NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS' STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.

Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-460

### **PARENT TEACHER ORGANIZATION (PTO)**

All of our parents are invited to become involved in their child's school. The Parent Teacher Organization functions in support of our students, our school, and its teachers and programs supervised by a parent coordinator in conjunction with the school's administration. School activities and supportive programs for both parents and students are enthusiastically provided by the Tyl Parent Teacher Organization. The high quality of the Tyl Middle School program is the result of the cooperative efforts of many, including parents. We welcome your inclusion in this fine organization at any during the school year.

For further information, please contact the school office at 860-848-2822.

### **POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)**

PBIS is a philosophical system that meshes the values, attitudes, climate, culture and discipline of a school to help students want to be active, contributing members of a rich school environment.

Through PBIS students are taught behavioral expectations in the various settings they encounter throughout the school day. A large part of PBIS is reinforcing the great behaviors students exhibit daily with a diverse reward system. Tyl Middle School uses a variety of rewards to help recognize and reinforce appropriate behaviors.

### **SCHOOL INSURANCE**

Early in the school year each student will receive an application blank and a pamphlet describing the accident insurance policy available to children at this school. Parents are urged to read the policy carefully with their child and to purchase the plan best suited to their needs. This is the *only* way to insure financial coverage for routine accidents when non-school negligence exists.

The school carries a policy concerning only approved sports and related activities. Students participating in approved activities are covered by this policy only while they are actually taking part in the activity. A physical examination and/or doctor's permission is required before a student may participate in a sport or related activities. Parents must submit to the school nurse a written report of the findings of their physician. The policy does not cover students while traveling to and from school.

### **SCHOOL VISITORS**

Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the Principal or responsible administrator of the respective school building.

A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs, or the student to support such request.

All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the Principal or responsible administrator of the respective school building or program. Visitors must have a photo ID, sign-in at the school office and wear a visitor pass.

### **SCHOOL STORE**

Students will have an opportunity to purchase basic school supplies, clothing, and other items at reasonable prices before school. The school store is located across from the nurse's office and operates on a scheduled basis.

### **SEARCH AND SEIZURE**

Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects may be searched if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." The way the search is conducted should be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."

Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent

### **SPECIAL SERVICES**

Tyl Middle School offers a number of programs that come under the heading of Special Education Services. These include learning disabilities classes, psychological testing and counseling, speech and language therapy, and educational programs to meet special needs. In all situations, inclusionary practices are emphasized.

In order for a child not previously placed in a special education program to be placed, a pupil planning and placement team (P.P.T.) meeting must occur. This team approach is used only after other interventions have been in place for a minimum of six weeks. During the P.P.T. meeting there is a review of the child's academic performance, behavior, and test data for the purpose of determining whether or not a child is in need of special services and, if needed, what those services will be.

The P.P.T. is composed of an administrator or his designee, a classroom teacher and a member of the Special Services staff, the child's parent or legal guardian, and any other individuals as deemed appropriate. Recommendations for Special Services placement will not take place without written parental permission.

### **STUDENT RECORDS AND ACCESS**

All pupil records are considered the confidential property of the school and can only be accessed by staff and parents. Information in a student's file is collected only for legitimate educational purposes. This includes academic progress, test data, grades, behavioral information and correspondences of a relevant educational nature.

### **TARDINESS**

Students are late to school if they are not in their seats at the bell signaling the end of homeroom at 8:10. If students arrive late, they must report to the office and sign in. Students are allowed three tardies per trimester. Any student who is late more than three times will receive a detention for each tardy beyond three. A detention may be waived by an administrator if the cause of the tardiness is unavoidable.

### **TELEPHONE**

Students are allowed to use the telephones in the office. Parents may leave emergency messages for students and they will be delivered. All cell phones are to be off and in students' lockers. Students may use their phones to contact home if they go to the front office. If you need to reach your child, please call the office and not your child's cell phone. Students with family emergencies may be given special permission to receive calls

### **WEBSITE**

Important dates, events and daily announcements are listed on the Tyl website along with teacher web pages that contain homework, class work and curricular information along with upcoming field trips, meetings, school calendar and more. <http://www.montvilleschools.org/subsite/tyl>. In addition follow the Tyl Twitter page at @tylmiddle and Tyl Instagram account @tyl.middle.school.