



# 2024 2025

## PROGRAM OF STUDIES



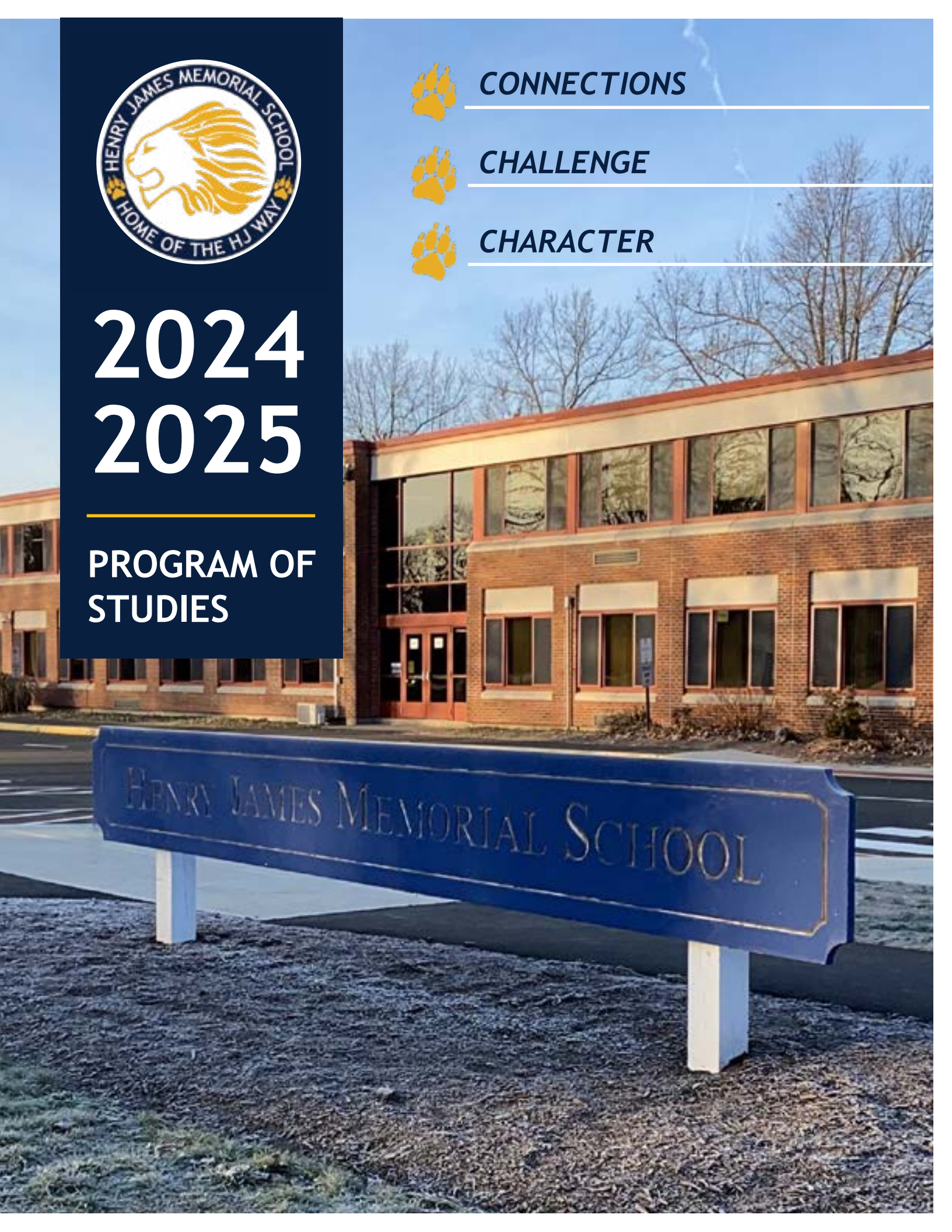
**CONNECTIONS**



**CHALLENGE**



**CHARACTER**



# WHAT'S HAPPENING AFTER SCHOOL AT HENRY JAMES

## Get Involved Now \* Meet New Friends \* Discover New Interests

Please note that all activities listed below are subject to change and do not represent a comprehensive list of all of our offerings. New clubs and activities are added throughout the year. Click on "Clubs & Activities" on the Henry James website for posted updates, advisors, and complete descriptions of all activities.

**Art Workshops:** Art Workshops are usually offered twice a month based on different topics. Students sign up on a first come first serve basis. Some topics include: Stone Sculpting, Landscape Painting, Oil Pastel, Still Life Drawing, Character Design and Pottery on the Wheel (on a limited basis) and other topics based on student interest.

**Chess Club:** Whether you are a beginner or experienced chess player, this club offers the opportunity to play against classmates with the potential to play in a state tournament.

**Community Connection:** This is a service club in which members participate in a variety of programs that create opportunities to serve their community as they discover the joy of helping others and learn that they can make a difference.

**Environmental Club:** This club is student run and student directed. Each year we look for projects to better our school and learn about our environment. If you have an interest in the outdoors, wildlife conservation, etc., please join us.

**Le Cercle Français:** Le Cercle Français meets twice a month to celebrate different francophone traditions. Most of the activities are hands-on. Some examples of activities are: the creation of papier maché masks (Côte d'Ivoire), the baking of crêpes (Chandeleur-Canada), the making of Santons (Noël-France), the making of mini chariots (Carna-val-Louisiana)

**Gaming Club:** Gaming Club offers opportunities to learn and play Dungeons & Dragons and Magic: the Gathering, games that promote interpersonal skills, improvisation, strategic thinking, math, and creativity. Players of all skill and experience levels are welcome.

**Girls Empowerment:** Girls Empowerment encourages and celebrates girls independence, confidence and strength. Some of the topics may include Academic Success, Goal Setting, and Mask Fatigue.

**HJMS Book Club:** The book club welcomes all students and staff to join in their love of reading. Each month group members pick a new book to read. At our monthly meeting (usually the middle Monday of the month), we have a lively and open discussion about the characters, plot, and author's craft. We have a Google Classroom page to log our books, suggest other books, and even talk in between meetings.

**HJMS Musical:** Every spring students put on a musical which offers parts for many students. Students can also participate in the backstage crew and work on building the set. Performances take place in March.

**Intramurals:** September-October: Flag Football, Tennis, Running Club. November-December: Volleyball, Indoor Soccer, Basketball. January-March: Basketball, Weight Room, Dodgeball. April-May: Badminton

**Jazz Band:** A highly dedicated group of 7th and 8th grade musicians. Auditions for jazz are open to all students. Learn techniques of improvisation, as well as complicated rhythms and tonal structures.

**Kids in the Kitchen:** Kids in the Kitchen offers middle school students an opportunity to explore culinary skills in a fun supervised environment after school one day a week in different consecutive 4 week sessions. Students develop basic baking and cooking techniques along with kitchen safety, while experimenting with simple recipes. The club encourages teamwork, creativity, and fosters a sense of accomplishment as students collaborate to prepare cookies, muffins, and simple appetizers.

**MATHCOUNTS:** An exciting program involving competitive math at the school, regional, state and national level.

**Running Club:** Running Club is dedicated to students who want to improve their endurance and speed while enjoying the company of their fellow Henry James classmates. Students are brought off campus to run a variety of distances ranging from 2-4 miles throughout the local streets of Simsbury. All level running abilities are welcome. This is a great way to get in shape or keep in shape for a sport!

**Select Choir:** Select Choir is an extracurricular singing group that gives 7th and 8th grade students a chance to sing more challenging repertoire and participate in more unique performing opportunities together. Students must audition in order to join this ensemble.

**Spanish Club:** Spanish Club is an after-school opportunity for all students to participate in different cultural activities throughout the school year. Some activities include making papel picado, learning how to salsa dance, and participating in a domino tournament.

**Student Council:** The student council sponsors dances, assemblies and other spirit-building activities. The council also organizes various charitable drives and activities.

**Unified Sports:** This athletic program pairs special athletes with supporting partners in order to foster friendships, sportsmanship and healthy leisure habits.

**Yearbook Club:** In Yearbook Club, students are responsible for designing, promoting, and selling the HJMS Yearbook. Assisted by teachers, students use an online computer program to create and design page layouts, create templates, write captions, interview peers and staff and are also primarily responsible for taking the pictures that will end up in the yearbook. Our main goals are to record, highlight, and capture the atmosphere of HJMS from multiple perspectives and include photos of each and every student in our book.



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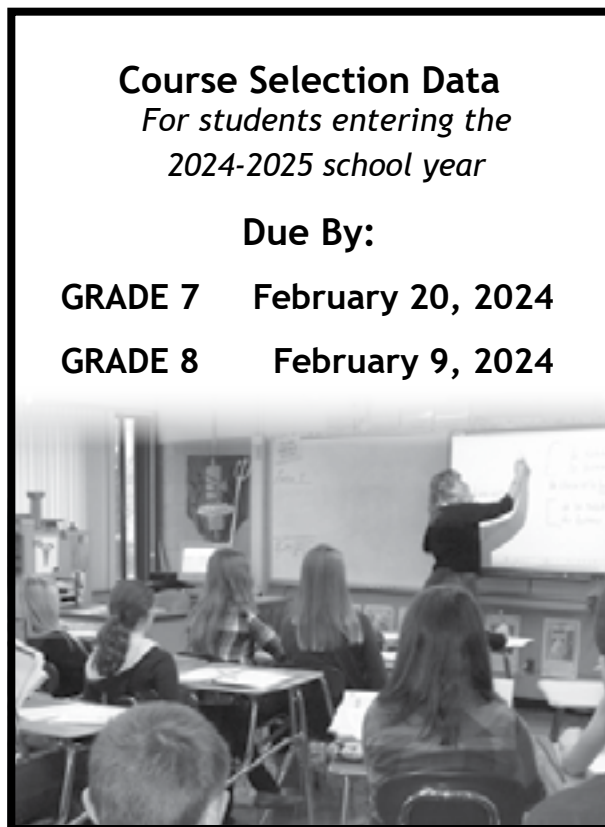
## Course Selection Data

*For students entering the  
2024-2025 school year*

### Due By:

**GRADE 7      February 20, 2024**

**GRADE 8      February 9, 2024**



*See the inside front cover of this book for*

## ***“What’s Happening After School at Henry James”***

*Get involved, meet new friends,  
discover new interests!*

## *Mission*

Preparing all students for success at the high school level and beyond by inspiring life long learning and developing citizens of strong moral character.

## *Vision & Core Beliefs*

In philosophy and practice, Henry James Memorial School's core values of "Connections, Challenge, Character," are a reflection of the fundamental principles of middle level education essential to the experience that we provide our students. These three concepts encompass our collective beliefs as a faculty about what our students need to be high school ready.

### *Connections*

We foster an inclusive learning community that provides a welcoming and caring environment, which is physically, socially, and emotionally safe for every student.

- We believe in the power of building relationships between staff and students. Interpersonal relationships and advocacy for every student are the basis for strong connections to our school community.
- We value our partnership with families and the Simsbury community, which enhances and enriches the learning experiences for all students. Working together with our families, we seek to create a positive school culture, which values mutual respect and individual responsibility for all of its members.
- We are committed to developing the team model and other organizational structures that foster purposeful learning and meaningful relationships.

### *Challenge*

We engage all students in a diverse and rigorous educational experience that meets the needs of every learner, challenging them to realize their full potential.

- We believe in high academic and behavioral standards for all students.
- We understand that young adolescents have unique academic, behavioral and social needs, which requires an equally unique approach to promoting their intellectual, physical, social/emotional, and civic development.
- We believe that excellent educational programs are designed to meet the abilities needs of every individual learner, and encourage all students to reach their full potential in and out of the classroom.
- We share our passion for learning and intellectual curiosity with our students.
- We provide a rich and rigorous academic foundation for all students by providing curricula that are exploratory, integrative and relevant to our modern, dynamic, global society.
- We implement multiple teaching and learning approaches in the classroom to effectively engage all students at high levels. By emphasizing teaching methods designed to promote critical thinking, problem solving, collaboration, innovation, application and creativity, we promote active learning.
- We provide extracurricular experiences that present students with opportunities to challenge themselves as they explore a broad range of activities and discover individual interests and talents.

### *Character*

Through our collaboration with families, we support the character development of our students by encouraging individual responsibility, empathy for others, and civic mindedness.

- We expect that all members of the HJMS community will actively demonstrate the tenets of the HJ Way: **Be Respectful, Be Kind, Be Responsible, Be Fair, Be Trustworthy.** Or put simply, **"Do the Right Thing."** These values promote positive social development, healthy peer relations, student leadership, and guide our students to become considerate, thoughtful members of our school community.
- We provide our students with opportunities to work collaboratively with others and to develop their own personal leadership potential.
- We provide our students with frequent opportunities to share responsibility for the learning process.
- We guide students in the areas of perseverance, accountability, resilience, reflection and self-reliance. We work to cultivate these traits and recognize their increasing importance as our students mature into young adults.

# HENRY JAMES MEMORIAL SCHOOL

January 2024

Dear Families of Incoming Seventh and Eighth Grade HJMS Students:

We are pleased at this time to begin the important process of planning for your child's upcoming year at Henry James Memorial School. This *2024-2025 Henry James Program of Studies* has been prepared to help you better understand the comprehensive program students will engage in while at Henry James. Our curriculum is well aligned to the needs of the middle-level learner, with opportunities to learn and explore in many areas.

In order for the school to begin planning for next year's academic program, it is necessary at this time to obtain information regarding students' course selections for the 2024-2025 year. Both the seventh and eighth grade course selections will be conducted online. A letter sent under separate cover will explain this process to families of sixth grade students. We also encourage you to visit our Grading Portal page at <https://www.simsbury.k12.ct.us/grading-portal> which will have instructions and links for registration.

Included in this program are course descriptions and schedule information that you will use to make your decisions. In seventh grade, you and your child must make choices regarding a music AND a world language selection. Eighth grade students will make selections about music, as they will continue the study of grade 7 world language. The remainder of the academic program is scheduled for your son or daughter. **Eighth grade selections for music need to be completed online by February 9, 2024. If you have an incoming seventh grade student, we ask that the course selections for music and world language be completed by February 20, 2024.**

Please see course descriptions for details regarding enrollments. We will make every effort to honor your first choice; however, course offerings may be limited due to class size guidelines.

**For incoming seventh grade families**, we will hold an informational open house on **Thursday, February 8, 2024 at 6:30pm starting in the HJMS Auditorium**. The purpose of this evening will be to provide you with an overview of Henry James Memorial School and the programs that will be offered in the 2024-2025 school year.

We are excited about working with your children and providing several opportunities to become comfortable and familiar with Henry James over the next few months. Please give either of us a call if you have questions about the upcoming middle school transition process for your child.

*Scott Baker*

Principal

*Jacqueline Petrella*

Assistant Principal

# DIRECTORY

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## HJMS ADMINISTRATION

*Scott Baker*, Principal

*Jacqueline Petrella*, Assistant Principal

*Patrick Long*, Math 7-8 Department Supervisor

*Greg Kuhr*, Science 7-8  
Department Supervisor

*William Antonitis*, English 7-8  
Department Supervisor

*Allan Amundsen*, Social Studies 7-8  
Department Supervisor

*Amy Klebart*, World Languages 4-8  
Department Supervisor

*Katie Wallace*, Special Education 7-8  
Department Supervisor

*Shannon Gagne*, Art K-12  
Department Supervisor

*Lisa Abel*, Music and Performing Arts K-12  
Department Supervisor

*Sara Garthwait*, Family and Consumer  
Science 7-12 Coordinator

*James Compton*, Technology Education 7-12  
Coordinator

*Amanda Roy*, Physical Education and  
Wellness K-12 Department Supervisor

*Bill Sickinger*, Wellness 7-8  
Coordinator

*Greg Stillman*, School Counseling 7-12  
Department Supervisor

*Sarah Maher*, School Counseling 7-8  
Coordinator

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## BOARD OF EDUCATION

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*Jennifer Batchelar*, Vice Chairperson

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*Josh Falco*

*Jessica Parise*

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## TEAMING AT HENRY JAMES

The Simsbury Public School system has embraced the teaming philosophy for the organization of our middle school in meeting the needs of all students. According to *Turning Points 2000*, “creating smaller schools is an important strategy for fostering supportive relationships between teachers and students. In large schools or small, creating teams of teachers and students is a vital part of developing a middle grades learning community.”

Team organization has long been promoted in the middle grades as a way for students to bridge the gap between the self-contained elementary classrooms and the departmentalized secondary classroom structure. In addition to being an advantage for students, team organization offers advantages for the teachers, support staff and parents/guardians.

Within the teaming structure, teachers are provided with a common planning time to facilitate communication with colleagues and parents. Research suggests that when teams have adequate planning time per week, they are better able to integrate the curriculum across subject areas; coordinate student assignments, assessments, and other aspects of instruction; involve parents in their children’s education; and contact health and other services to address behavioral issues or other concerns that affect learning (*Turning Points 2000*, p. 131). A key component of the team structure is that team teachers all have the same group of students and a greater sense of unity is achieved through the team structure.

It is our continued goal to create teams that are heterogeneous in nature. Every effort is made to balance teams by placing students of all achievement levels and students with

special needs evenly among all teams. A balance of students from each of the elementary schools is present on each seventh grade team. Likewise, when teams are recreated in grade 8, students from each of the seventh grade teams are spread among the eighth grade teams. The placement of students on teams is determined following the examination of a wide range of criteria.

When students from all five elementary schools merge in grade 7, they find it a healthy experience to meet new friends and experience a new

beginning. Old friends and classmates are never far away since all seventh grade classes are located near each other and students have freedom and time to meet friends before and after school. All activities are open to all students and teaming does not hinder continuation of friendships. Additionally, music, lunch, and Exploratory Arts are not teamed so students have opportunities to mix with all students

in their grade level.

All students, regardless of the team they are placed on, will receive a rich, challenging, and varied curriculum that provides them with opportunities to explore new areas of study and to grow as learners. The teams, however, do operate with some independence with regards to interdisciplinary units, field trips, special events, and the format through which they communicate with parents/guardians. However, there are some common field trips and other common special events. We do not feel it necessary that everyone must participate in identical educational activities to accomplish the same goals.

Each grade 7 and grade 8 team consists of six teachers: specialists in the areas of English, math, science, social studies, wellness and special education. One member of this team is the team leader who facilitates and coordinates all team activities and communication.



# SCHOOL COUNSELING

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The school counseling program is designed to work in conjunction with all school services to provide an environment conducive to helping middle school students achieve success. All seventh and eighth graders are assigned to one of three school counselors for their two years at Henry James Memorial School. Students often have concerns about their transition, schedule, family or friends. The middle school counselors are trained to give assistance on these issues. Students are encouraged to speak to their counselor individually or in small groups.

A developmental counseling curriculum is implemented by the counselors throughout the year and is encapsulated in our Student Success Plan (SSP). As part of the SSP, all students will create a Personal Learning Plan with their counselors in both grade 7 and grade 8. Students will set personal, academic, and career goals while exploring their strengths, weaknesses, and interests. Topics such as mindfulness, goal-setting, stress management, and problem solving are discussed in both grade 7 and grade 8. Individual groups in divorce, stress, anger management and problem solving are held during the year as needed. Students may ask for or be referred by their teachers or parents for these groups.

The school counselors meet routinely with teams, as well as the school psychologist,



social worker, and administration, to discuss student performance and behavioral and social concerns. Classroom interventions are suggested that help to ensure that all students experience success. The School Counseling Department organizes and supports programs during the school year, including: Grade 6-7 Transition Programs, Leadership Academy, and Grade 8-9 Transition Programs.

The school counselors consult regularly with parents and teachers. Appointments may be arranged by calling the school counseling office or emailing your students counselor.

**SCHOOL COUNSELING OFFICE** Tel. 860-651-3341, ext. 2

Ms. Jackie Santiago, [jsantiago@simsburyschools.net](mailto:jsantiago@simsburyschools.net)

Mrs. Alexandra Bond, [abond@simsburyschools.net](mailto:abond@simsburyschools.net)

Mrs. Sarah Maher, School Counseling Coordinator, [smaher@simsburyschools.net](mailto:smaher@simsburyschools.net)

Mrs. JoAnn Turner, Secretary, [jturner@simsburyschools.net](mailto:jturner@simsburyschools.net)



# LIBRARY MEDIA CENTER

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The library media program accommodates the varied educational backgrounds and achievement levels of all students. Information literacy, literature appreciation as well as performance skills are taught in collaboration with classroom/subject area teachers. These skills include but are not limited to:

- developing effective information seeking strategies
- evaluating information for accuracy, authority, objectivity, currency and coverage
- using subscription databases and indices to locate information
- appreciating diverse genres of young adult literature
- using and understanding the ethics of Works Cited
- creating and constructing original multimedia presentations

In addition, student driven project work in our STEAM lab/Makerspace, which endorses and supports collaboration, innovation, problem solving and critical thinking opportunities.



# PROGRAM OF STUDIES OUTLINE

Listed below are the course offerings for seventh and eighth grade students. Course descriptions are provided on the following pages.

GRADE 7
English
Mathematics
Wellness
Science
Social Studies
World Language: Spanish, French, Latin, Chinese
Exploratory Arts— (Rotated 3 times per year) Art Education Family & Consumer Science Technology Education
Music Concert Band Concert Chorus String Orchestra Music Composition
Study Hall (As individual schedules permit)

GRADE 8
English
Mathematics
Wellness
Science
Social Studies
World Language: Spanish, French, Latin, Chinese
Exploratory Arts— (Rotated 3 times per year) Art Education Family & Consumer Science Technology Education
Music Concert Band Concert Chorus String Orchestra Music Composition
Study Hall (As individual schedules permit)

**IMPORTANT NOTE:** The above course offerings for seventh and eighth grade students may be subject to change for the coming school year. In the event of a change, parents /guardians will be notified as soon as possible via principal communications (letter and/or listserv).

# ENGLISH/LANGUAGE ARTS

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The English program recognizes the diversity of its learners and the individual strengths, interests, and abilities of middle school students. Students will read with understanding and respond thoughtfully as they enhance their writing skills. They will understand and appreciate texts from a variety of literary periods and genres. In addition, students will continue to read informational texts to help

support their understanding of the historical context of the literature read. Developing skills to read, write, speak, listen, and view texts to construct meaning enables students to become independent, lifelong learners.

**Level I English/Language Arts** is designed for high-achieving students who consistently demonstrate superior ability in written expression, who are highly motivated and consistently responsible, and who have a sincere interest in reading. At this level, students are expected to be independent learners, apply their knowledge, and manifest the ability to work in collaborative groups. Students must demonstrate evidence of abstract reasoning and higher-order thinking skills, including inferential, interpretive, evaluative, and analytical skills.

**Level II English/Language Arts** is designed to instruct and challenge students in written expression and motivate students to develop a sincere interest in reading. Students develop skills as independent learners, apply knowledge, and work in cooperative groups. Students will continue to develop abstract and higher order thinking skills, including inferential, interpretive, evaluative, and analytical skills, helping them to grow into mature and independent learners.

## 7

### English/Language Arts, Grade 7

Daily

English in grade 7 is designed to include writing and language skills, literature instruction and response, informational text instruction and response, and vocabulary development.

In English grade 7, students will focus on narrative, argument and informational writing, the study of and responses to a variety of literary genres with an emphasis on nonfiction texts, the introduction and application of literary terms, formal vocabulary development, and reinforcement and instruction in English grammar and usage. Reading is taught in a workshop model. This format provides students with direct instruction and independent practice based on the topic of their choice within the specified genre.

## 8

### English/Language Arts, Grade 8

Daily

English in grade 8 is designed to further develop writing and language skills, literary analysis and response, and vocabulary development.

In English grade 8, students will further develop the skills of narrative, argument and informational writing and formal composition structure. Writing is taught in a workshop model. This format provides students with direct instruction and independent practice to further develop their skills as writers. Students continue the study of literature with an emphasis on the novel. Students will also enhance their abilities to respond critically to a variety of literature. In addition, students will continue to read informational texts to deepen their knowledge on the literary time period of the novel read. Formal vocabulary development and the sequential study of grammar and usage are part of the curriculum.

# MATHEMATICS



Grades 7 and 8 mathematics courses follow a rigorous curriculum using our newly adopted Math in Focus program, which is aligned with the Common Core State Standards. Each course is designed to meet the needs of all learners through student-centered learning that involves collaboration, discourse, and in-depth thinking when students are presented with mathematical concepts.

We offer two levels of mathematics per grade level to meet the developmental needs of all learners. Placement for each course is based on standardized achievement test results, district assessment performance, classroom performance, and teacher recommendation.

## 7

### Mathematics, Grade 7

Daily

**Math - Level I, Grade 7 (Pre-Algebra):** The seventh grade Level I math program prepares students to become confident learners prepared for Algebra I in eighth grade. Students will work with expressions, equations, inequalities, geometry, statistics, and probability at a rigorous pace using the Math in Focus program. In addition to the seventh grade Common Core Standards, students will focus on Algebra I concepts that are embedded into the core standards for seventh grade in order to prepare them even further.

**Math - Level II, Grade 7:** The seventh grade Level II math program prepares all learners with a wide range of abilities to become confident and successful learners working with the seventh grade curriculum. These students also use the Math in Focus program with a pace that works with the learning needs of a diverse classroom. Students will focus on integers, expressions, equations, and geometry with a year-long focus of mastering number sense with fractions and decimals embedded within the units of study.

## 8

### Mathematics, Grade 8

Daily

**Math - Level I, Grade 8 (Algebra I):** The eighth grade Level I program is an Honors level program that prepares students for the rigors of high school Geometry. Students will focus on solving equations, applying concepts of linear equations, factoring polynomials, and working with rational and irrational numbers. Students will go more in depth using the concepts while applying them to real world situations.

**Math - Level II, Grade 8:** The eighth grade Level II math program prepares all learners with a wide range of abilities to become confident and successful learners working with the eighth grade curriculum. These students use the Math in Focus program that works with the learning needs of a diverse classroom. Students will focus on the eighth grade Common Core Standards in addition to expanding their knowledge of equations, graphing solutions and systems, applying prior mathematical concepts with geometry, and understanding statistical situations that will prepare them for Algebra I at the high school level.



# MUSIC EDUCATION

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The music education program is designed to engage students in a broad depth and breadth of musical experiences. While at Henry James Memorial School all students are required to participate either in band, orchestra, chorus, or music composition. To be a member of the band and orchestra, a student must have prior instrumental experience and in some cases may be required to participate in an audition process.

At Henry James, students have the opportunity to participate in both an instrumental ensemble (band or orchestra) and chorus. Although we will make every effort to accommodate students who would like to participate in two groups, this may not be possible in all cases.

**7**

## **Chorus 7**

**Weekly Rotation**

Students enrolled in grade 7 chorus will learn a wide variety of skills, including vocal technique, musical interpretation, and music literacy. Students will develop critical listening skills by analyzing and evaluating their own performances and the performances of others. From the diverse repertoire that is studied, they will gain an understanding of music from varying cultural, historical, and stylistic perspectives.

**8**

## **Chorus 8**

**Weekly Rotation**

The eighth grade chorus program builds on the knowledge and skills that are taught in the seventh grade program. Students participating in eighth grade chorus are prepared for future involvement in the choral program at Simsbury High School.

**7**

## **String Orchestra**

**Weekly Rotation**

**8**

The seventh and eighth grade string orchestra builds on the past experience of students. Students refine their performance skills, learn to be self-reflective through ensemble critiques, and gain an understanding of the diverse cultural, historical and stylistic nature of the music they perform. Grade 8 students are prepared for future involvement in the string orchestra program at Simsbury High School. To provide small group instruction to musicians, lessons are a required component of the instrumental music program. Lessons occur on a rotating basis to minimize the impact on any one class. Students can be excused from lessons for tests, quizzes, exams, or circumstances determined appropriate by the instructor. Students selecting orchestra are required to participate in lesson groups on a rotating schedule. Instrumental teachers and classroom teachers collaborate on creating lesson schedules. Consistent, regular practice on assigned lesson and concert music is expected as part of this course.

## MUSIC EDUCATION (cont.)

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**7**

### **Band 7**

**Weekly Rotation**

The seventh grade band is a continuation of the elementary school band program. Students refine their performance skills, learn to be self-reflective through ensemble critiques and gain an understanding of the diverse nature of the music they perform. To provide small group instruction to musicians, lessons are a required component of the instrumental music program. Lessons occur on a rotating basis to minimize the impact on any one class. Students can be excused from lessons for tests, quizzes, exams, or circumstances determined appropriate by the instructor. Students selecting band are required to participate in lesson groups on a rotating schedule. Instrumental teachers and classroom teachers collaborate on creating lesson schedules. Consistent, regular practice on assigned lesson and concert music is expected as part of this course.

**8**

### **Band 8**

**Weekly Rotation**

The eighth grade band builds on the knowledge and skills learned in the seventh grade instrumental program. It offers the students the opportunity for more extensive experience with a wider variety of concert band literature. Students participating in the grade 8 band are prepared for future involvement in the band program at Simsbury High School. To provide small group instruction to musicians, lessons are a required component of the instrumental music program. Lessons occur on a rotating basis to minimize the impact on any one class. Students can be excused from lessons for tests, quizzes, exams, or circumstances determined appropriate by the instructor. Students selecting band are required to participate in lesson groups on a rotating schedule. Instrumental teachers and classroom teachers collaborate on creating lesson schedules. Consistent, regular practice on assigned lesson and concert music is expected as part of this course.

**7**

### **Music Composition 1**

**Weekly Rotation**

**8**

This course is designed for students who have a desire to develop the essential skills of composition and beginning piano skills. Students will enhance their understanding of traditional and non-traditional notation techniques, expand their experience with various styles of music, critically analyze the elements of quality music, and use technology to learn about sequencing and multi-track recording.

**8**

### **Music Composition 2**

**Weekly Rotation**

Music Composition 2 builds on those skills taught in Music Composition 1. Students participating in Music Composition 2 are prepared for future involvement in the music composition program at Simsbury High School.

# SCIENCE



The science curriculum is designed to develop each student's curiosity about natural and human-made phenomena, to teach students how to ask questions and discover answers, and to learn that through science and engineering practices, lives and society can be improved. Throughout the year, students gain experience "thinking like a scientist." This work enables students to design, develop, and carry out their own investigations, work collaboratively to solve problems, and construct explanations for the world around them. Technology is purposefully incorporated into the curriculum, and courses foster the development of good study habits, organizational skills, self-discipline, and responsibility.

## 7

### Science, Grade 7

Daily

Grade 7 Science is an integrated science course designed to further develop students' understanding of physical and chemical changes in matter, living things and their interactions in the environment, and how the Earth has changed over time. Students use scientific modeling, data collection, and other science and engineering practices to figure out interesting phenomena. The cross-cutting concepts of energy and matter, identifying patterns, and stability and change in systems are emphasized in this course. Major topics of study include the study of matter at the atomic level, photosynthesis, the transfer of energy throughout ecosystems and movements of the Earth's crust.

## 8

### Science, Grade 8

Daily

Grade 8 Science is an integrated science course that guides students through an exploration of forces and energy in our universe as well as a study of Earth's changes over time. Students conduct investigations, analyze and interpret data, and use other science and engineering practices to figure out phenomena related to object motion, gravitational and magnetic fields, the energy of waves and biological diversity. The cross-cutting concepts of energy and matter, cause and effect, and scale and proportion are emphasized in this course. Major topics of study also include an introduction to genetics, evolution, and patterns in the solar system.



# SOCIAL STUDIES



The social studies program is designed to promote an understanding of the world, human interaction, cultural diversity, and cultural heritage. Additionally, the program provides students with the knowledge and understanding of the past and the present in order to predict and plan for the future. At Henry James Memorial School, social studies fosters the recognition of inter-relationships among the sciences and humanities and provides students the necessary understandings to become responsible citizens and communicators.

## 7

### Social Studies, Grade 7 ~ Global Studies

Daily

The 7th grade social studies course provides a thematic overview of major issues of the 21st century. Major themes include: cultural understanding, environment and resources, human rights, population dynamics, poverty, health, education, globalization, and global citizenship. Through books, primary source documents, films and documentaries, photographs, and electronic databases, students develop and deepen their understanding of current global issues, with a strong emphasis on argument writing and inquiry. Learning activities range from inquiry-based investigations to making effective, evidence-based arguments.

## 8

### Social Studies, Grade 8 ~ U.S. History

Daily

Students in 8th grade social studies explore United States history during the 17th, 18th, and 19th centuries. The course centers on four themes: Liberty, Settlement and Migration, Identity, and Opportunity. Major events explored in the course: First contact, The Salem Witch Hysteria, The American Revolution, The Constitution, Slavery, The Civil War, Reconstruction, Westward Expansion and its impact on Native Americans, and Immigration, and The Industrial Revolution. Through these themes students examine diverse perspectives in a variety of contexts. There is an emphasis on skill development in research, literacy, argument writing, source analysis, and inquiry aligned to the Common Core State Standards and C3 Social Studies Standards. The course teaches students to interpret history and evaluate how the choices made in the past continue to affect their world today.





# SPECIAL EDUCATION

Special education and related services are provided to students who have been identified under the following disability categories as outlined in federal and state statutes: Specific Learning Disability/Dyslexia, Speech or Language Impairment, Visual Impairment, Hearing Impairment, Emotional Disability, Orthopedic Impairment, Deaf-Blindness, Traumatic Brain Injured, Autism, Other Health Impairment (ADHD, etc.), Intellectual Disability, or Multiple Disability.

An Individualized Education Program (IEP) is developed to outline the student's present level of educational performance, annual goals, short-term objectives, special education instructional/related services, and any accommodations/modifications necessary within special and/or regular education classrooms.

At Henry James Memorial School, highly qualified and certified special education teachers instruct students in co-taught environments and on an individual and/or small group ba-

sis to assist in developing academic, social/emotional and/or compensatory skills. Special education programming is based on individual need. Students are included in general academic and elective courses to the fullest extent possible as determined by the Planning and Placement Team (PPT).

Parents having questions about the availability, appropriateness, or adequacy of special education services for their child should contact the **HJMS Department Supervisor of Special Services Katie Wallace** or the **Director of Pupil Services**.

A brochure, "*A Parent and Student Guide to Special Education in the Simsbury Public Schools*," explains special services and procedural safeguards for families.

This brochure is available in each school. A copy may also be obtained from the Department of Pupil Services. In addition, information on special education services can be found at our website ([www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us)) by clicking on "District," then "Pupil Services."

## SPECIAL SERVICES INFORMATION

**Department Supervisor  
of Pupil Services**

Katie Wallace  
tel. 860-651-3341

### Website

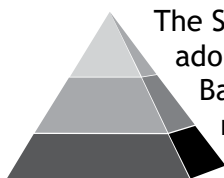
[www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us)  
(Click on "District," then  
"Pupil Services")



After-school programs at Henry James offer a safe, supervised environment as well as an opportunity to further engage students in academic, social, and physical activities.

# STUDENT ACADEMIC INTERVENTIONS AND SUPPORT

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The Simsbury Public Schools has adopted a Scientific Research-Based Intervention (SRBI) model that includes a three-tiered system of interven-

tions. As students move up the SRBI Pyramid, the intensity of interventions increases, and interventions become more individualized.

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**Statement on Intervention:** *HJMS meets the needs of all learners through pro-active placement in tiered intervention.*

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## Student Academic Interventions and Support

The State of Connecticut requires a tiered intervention system in meeting students academic needs. The purpose of the supplemental interventions offered at Henry James is to increase the achievement of identified students who require intervention beyond their core academic program. Interventions can be both short and long term, depending on the individual needs of students. Ongoing data of student performance is used to track growth toward grade level expectations.

Henry James Memorial School follows a three-tiered pyramid of intervention and supports. Tier One interventions occur at the classroom/teacher level and include the following structures:

- All children engage in standards aligned curriculum.
- Teachers implement and document classroom interventions.
- Teachers differentiate instruction and resources to help students access the curriculum.

HJMS also utilizes a Student Intervention Team (SIT). If students do not respond to tiered supports, the Student Intervention Team (SIT) convenes to review performance and identified targeted goals. Teachers and specialists monitor these goals to determine student success or indications of increased intervention.

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## TIER 1 INTERVENTION THROUGH HANDS-UP UNIVERSAL SCREENING

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### Hands-Up

- is a planned, focused, and efficient early intervention process that allows HJMS to identify students needing support.
- Allows for team teachers, Special Educator on team, counselors, support staff, and administrator to screen, plan, and implement intervention.
- Includes realistic and measurable documentation.
- Identifies educational trends within the team.
- Facilitates home/school partnerships and communication.

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## TIER 2 AND 3 INTERVENTIONS

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### Student Intervention Team (SIT)

- The SIT reviews all SIT referrals/cases.
- Teams submit referrals in conjunction with the school counselor as part of the Hands-Up process.
- Tier 1 interventions must be implemented and documented in order to bring a student to SIT.
- The SIT will make recommendations for further supports and interventions.
- The SIT will seek information from teachers and staff in order to monitor outcomes

## STUDENT ACADEMIC INTERVENTIONS AND SUPPORT (cont.)

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### HJMS INTERVENTION PROGRAMS

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**TIER 2 READING** is designed to provide students with opportunities to practice, use, and apply a wide range of reading strategies to literature and content-based materials. Through explicit instruction and guided practice, students apply a variety of close reading strategies to deepen their understanding of text. Critical thinking and responding to text are emphasized.

**TIER 3 READING** Students recommended for Tier 3 Reading will receive an intensive reading and language arts intervention designed to improve reading and writing abilities using a variety of research-based methods. Designed to accelerate progress toward grade-level proficiency, students receive direct, explicit instruction in vocabulary, grammar, comprehension, and writing.

**TIER 2 MATH** provides students with a variety of learning opportunities to address specific content-area needs and support classroom instruction. Students benefit from use of manipulatives, reteaching of prerequisite skills, pre-teaching of upcoming content, modeling techniques, and engaging group activities. Problem-solving skills are an integral component of the Tier 2 Math program.

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### ENGLISH LEARNER (EL) PROGRAM

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The Simsbury Public Schools English Learner (EL) program ensures that identified students receive high quality instruction that will result in English language proficiency. The EL team determines services based on data from the LAS Links testing, as well as state and district assessments.

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### ACADEMIC SUPPORT CENTER (ASC)

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The Academic Support Center (ASC) offers additional support to students identified for intervention based upon state and district assessments, as well as classroom performance in the areas of language arts, math, and/or content areas. The intervention provides students with additional practice, reteaching, and opportunities to transfer and apply skills independently. Interventionists monitor student progress to measure understanding and to adjust instruction. The program also helps students develop study skills, including work completion, organization, planning, note taking, and studying for tests and quizzes.

# EXPLORATORY ARTS

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## FAMILY AND CONSUMER SCIENCE



The Family and Consumer Science curriculum prepares students to be effective, innovative global thinkers within their home and society. Through project-based learning, students develop communication, collaboration, creativity, and critical thinking skills.

**7**

### Family and Consumer Science, Grade 7

**Daily 1/3 Year**

Family and Consumer Science in grade 7 develops knowledge and skills in the areas of food preparation and nutrition, sewing, and life skills. Students will:

- understand food preparation basics and healthy eating
- create hand and/or machine sewing projects
- demonstrate appropriate work habits
- apply time management skills
- work collaboratively
- aspire to become independent learners
- utilize technology appropriately and effectively

**8**

### Family and Consumer Science, Grade 8

**Daily 1/3 Year**

Family and Consumer Science in grade 8 develops knowledge and skills in the areas of food and meal preparation, sewing, sustainability, and life skills. Students will:

- prepare simple, nutritious meals
- create advanced hand and/or machine sewing projects
- demonstrate appropriate work habits
- apply time management skills
- aspire to become independent learners
- utilize technology appropriately and effectively



# EXPLORATORY ARTS (cont.)

## ART EDUCATION



Art education empowers students to create and respond to art in a supportive environment, emphasizing inquiry, creative thinking skills, experimentation, reflection, care for materials, skill development, self-expression, and collaboration.



### 7

#### Art Education, Grade 7

Daily 1/3 Year

Art in grade 7 is designed to offer each student the opportunity to study art thematically, through personal connections, incorporating the National Core Art Standards (Create, Respond, Connect, and Present). The seventh grade curriculum includes units of study in two and three dimensional art focusing on applying the elements and principles of design to create drawings, paintings, digital art, and sculpture. Areas of study include: STEAM, 3D-Additive Sculpture, Art and Technology, and the Elements and Principles of Design.

As a result of participating in art, grade 7, students will:

- gain knowledge of art history, culture, diverse and contemporary artists and styles
- develop skills in order to apply and use 2 and 3 dimensional materials, techniques, and processes, including technology using the Studio Habits of Mind philosophy
- incorporate design principles effectively in their artwork
- reflect upon and revise their artwork
- make connections between visual arts, other disciplines, and daily life, and culture using strategies of Simsbury's Vision of a Graduate (VoG)

### 8

#### Art Education, Grade 8

Daily 1/3 Year

Art in grade 8 is designed to further build upon and challenge the developing art student, through the National Core Art Standards (Create, Respond, Connect, and Present), to create original works of art and to respond to art through thematic units of study. More advanced studio techniques are learned. Students will increase their ability to assess their artistic development over time. Areas of study include: 2D-Portraiture, 3D Additive and Subtractive Sculpture, Direct Observation Drawing, and Art and Technology. Eighth graders also will have the opportunity to create Pottery on the Wheel.

As a result of participating in art, grade 8 students will further develop skills explored in grade 7 and also:

- know and compare the characteristics and purposes of works of art represented in culture, historical periods, and the works of individual artists
- utilize media, techniques, and processes to communicate ideas, reflect on their choices, and analyze what makes them effective
- select and use design principles to improve communication of their ideas and analyze the ideas of others
- create meaning in their artwork through symbols, themes, and subject matter
- reflect upon, describe, analyze, interpret, and evaluate their own and others' artwork
- understand contributions that artists make to society

# EXPLORATORY ARTS (cont.)

## TECHNOLOGY ENGINEERING



Technology Engineering is an exploratory hands-on learning experience for all students. They are provided with the knowledge and skills to confidently utilize, create, manage, assess, and understand technology. Through a series of units during the two year program, activities will emphasize academic, technical, and social growth by integrating problem solving, critical thinking, teamwork, and the engineering design process. Along with high school course electives, our middle school program prepares students to become self-directed learners for the future in our ever-changing technical world.

### 7

#### Technology Engineering, Grade 7

Students' time will be divided between the Computer and STEM Labs as well as the wood shop. In the wood shop, students learn the basics of how to safely use hand and power tools, machines, including CNC machines and laser engravers/cutters to process materials and to solve problems. Students will also engage in a series of Engineering Challenges as an introduction to the Engineering Design Process.

As part of the Video Production unit in the STEM Lab students work to create finished projects related to the school, their communities, and themselves. Students will learn to communicate a clear message to a defined audience. Additionally, the Introduction to Coding activities will provide students with the basics of coding through the use of the SCRATCH platform, developed by M.I.T.

While utilizing the computer lab, the Introduction to Architecture unit will teach students the basics of CAD tools and floor plan design through the use of Architecture software, while creating and decorating a small cottage-style home.

### 8

#### Technology Engineering, Grade 8

Eighth grade students will build upon their experiences from seventh grade. While in the wood shop they will form a manufacturing enterprise to produce a unique product that showcases their groups' creativity, communication, and technical skills.

Their work in the STEM and Computer labs will continue as they expand their knowledge of CAD, Architecture, and Coding through the completion of those units. Each unit grows in complexity and scope of work. Students will also advance their use of the Engineering Design Process to solve more demanding Engineering Challenges.



# WELLNESS



The Wellness program has been created based upon the SHAPE America and National Health Standards. Through a variety of different units, students will receive instruction that focuses on the core concepts of accessing health

information, self-management of healthy behaviors, analyzing internal and external influences, communication skills, decision-making, goal setting, and advocacy. Students receive essential information and skills to make decisions that pertain to their physical, social, emotional, and mental health. In addition, students participate in lifetime fitness and team-related



activities that encourage the HJ Way, teamwork, and sportsmanship. Students are given opportunities to build and expand their skill set to create the foundation for becoming lifelong healthy and active individuals.

## 7

### Physical Education, Grade 7

The seventh grade course continues to build upon the skills taught in elementary school as well as teach new skills in new units, such as tennis and weight room. Team and individual sports will include modified games, drills, and activities that promote skill development. Sportsmanship is a focus in all units by exhibiting the HJ Way.

Units of study may include Weight Training, Tennis, Flag Football, Team Handball, Pickleball, Volleyball, Basketball, Biking, and Badminton. Throughout the year students practice the four components of fitness: Cardiovascular endurance, Muscular endurance, Muscular strength, and Flexibility. In the spring, students may demonstrate their ability to perform the four components of fitness through the Personal Best Fitness Test.

## 8

### Physical Education, Grade 8

The eighth grade course builds upon the knowledge and skills that are taught in our seventh grade program. Students participate in a variety of individual and team sports that reinforce skills in game play. Students will also recognize, demonstrate, practice, and understand the four components of fitness as they relate to their fitness. Sportsmanship is a focus in all units by exhibiting the HJ Way.

Units of study may include Rugby, Weight Training, Tennis, Team Handball, Volleyball, Pickleball, Basketball, Biking, and Badminton. During the year, all students are assessed by the Connecticut Physical Fitness Assessment.

Intramural programs are available after school. Activities are based upon many of the units taught in physical education. These activities provide an additional opportunity for all students to increase their application of skills in a game situation. Basic knowledge, fun, and a healthy attitude toward physical activity are the main objectives of this program.

## WELLNESS (cont.)

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### 7

#### Health Education, Grade 7

Health education in grade 7 is designed to increase students' self-understanding, develop their positive character traits, and understand the process of building positive relationships. Students will:

- understand that their positive character traits affect the community around them as well as their personal lives
- realize that healthy relationships require communication techniques that show empathy, understanding, and listening skills
- develop a greater understanding that adolescence is a time when their physical, mental/emotional, and social health is changing and understand they are not alone (abstinence based)
- Learn and practice refusal skills in a variety of settings
- understand empathy and its impact on related bullying situations
- understand and apply conflict resolution strategies
- understand the dangers of tobacco, alcohol, and energy drinks on the body

### 8

#### Health Education, Grade 8

Health education in grade 8 is designed to be a continuation of Grade 7 Health Education. Students will:

- understand and identify individual personal wellness as it relates to physical, social, emotional, intellectual, and spiritual health
- continue to develop their decision making skills by understanding the influences that affect their choices
- review refusal skills when presented in difficult situations as seen in the use of substances, peer pressure, and harassment
- realize that social/emotional changes are part of the life process while expanding their knowledge of healthy relationships; information regarding HIV/AIDS will be covered; abstinence based education is reinforced
- understand and apply the connection between decision making and achieving goals by creating and implementing SMART goals
- understand and define the types of harassment
- discuss and explore the impact of social media related to good decision making, keeping yourself safe, dealing with and reporting harassment
- recognize your personal qualities in a healthy relationship
- understand the impact of tobacco, alcohol, and marijuana on the body

# WORLD LANGUAGE



The world language program is designed to provide 7th and 8th grade students with opportunities to develop and expand their proficiency in the five language skill areas: speaking, listening, reading, writing, and culture.

Students make cross-cultural comparisons and connections to other areas of study as they increase their awareness of the social and cultural values of other societies. Students work collaboratively to communicate in the language on a daily basis and to express themselves in new and fun ways.

All students have the opportunity to succeed and are assessed in a variety of formats.

World language is a required full-year academic subject in both grades 7 and 8. Students have the opportunity to continue with Spanish or enroll in Chinese, French, or Latin as they enter middle school in grade 7. Classes in all four languages continue in grade 8. However, depending on enrollments, we may or may not be able to honor each student's first choice of language. Students will be notified if their first choice becomes unavailable.\*

*\*Upon successful completion of two consecutive years of world language study (Intro 1 and Intro 2 of the same language), students may be eligible to participate in Level II world language study at Simsbury High School with the recommendation of their instructor.*

## **Introduction 1 to Chinese**

**Daily**

Introduction 1 to Chinese is designed to introduce students to the unique features of the Chinese language and culture. As a result of participating in Introduction 1 to Chinese, students will develop their ability to read, write, speak, and understand basic Chinese expressions through the study of cultural topics related to greetings and introductions, Chinese names, occupations, and family. The use of authentic materials, audio and visual recordings, and technology enhance student learning.

## **Introduction 1 to French**

**Daily**

Introduction 1 to French is designed to develop students' language skills and knowledge of Francophone culture. As a result of participating in Introduction 1 to French, students will develop their ability to read, write, speak, and understand French through the study of cultural topics related to school, family and hobbies. The use of authentic materials, audio and visual recordings, and technology enhance student learning.

## **Introduction 1 to Latin**

**Daily**

Introduction 1 to Latin is designed to develop students' language skills and knowledge of the classical language of the Romans and their customs and institutions. As a result of participating in Introduction 1 to Latin, students will develop their vocabulary and ability to read and interpret Latin through the study of accessible stories about myths and daily life in the Roman empire.

## **Introduction 1 to Spanish**

**Daily**

Introduction 1 to Spanish is designed to provide students with the opportunity to expand on basic oral and written communication skills and cultural topics introduced at the elementary level. As a result of participating in Introduction 1 to Spanish, students will develop reading, writing and grammatical skills through the study of Hispanic cultural topics related to school, family, community, and recreation. Students will also read a mini-novel and explore the culture of Colombia. The use of authentic materials, audio and video recordings, and technology enhance student learning. Opportunities to use Spanish beyond the classroom are provided.

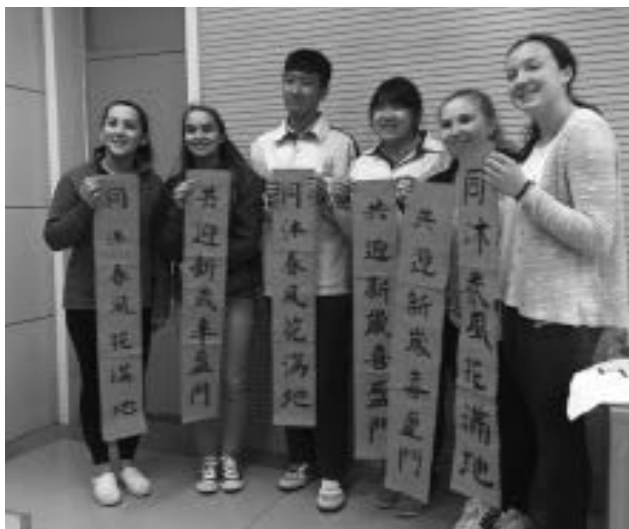
## WORLD LANGUAGE (cont.)

### Introduction 2 to Chinese

Daily

Introduction 2 to Chinese is designed to expand students' language skills and knowledge of the unique features of the Chinese language and culture.

As a result of participating in Introduction 2 to Chinese, students will develop their ability to read, write, speak, and understand Chinese through the study of cultural topics related to animals, birthdays, hobbies, and Chinese breakfasts. The use of authentic materials, audio and video recordings, and technology enhance student learning.



### Introduction 2 to French

Daily

Introduction 2 to French is designed to develop students' language skills and knowledge of Francophone culture.

As a result of participating in Introduction 2 to French, students will expand their ability to read, write, speak, and understand French through the study of cultural topics related to the city, pastimes, and the city. The use of authentic materials, audio and video recordings, and technology enhance student learning.

### Introduction 2 to Latin

Daily

Introduction 2 to Latin is designed to expand students' language skills and knowledge of the classical language of the Romans and their customs and institutions.

As a result of participating in Introduction 2 to Latin, students will expand their knowledge of syntax and ability to read and interpret Latin. They will become acquainted with literature through the study of military, mythology, and travel in the ancient Mediterranean world.

### Introduction 2 to Spanish

Daily

Introduction 2 to Spanish is designed to expand students' language acquisition, communication skills, and cultural knowledge as they build upon and make connections to the Introduction 1 curriculum.

As a result of participating in Introduction 2 to Spanish, students will expand their oral proficiency as well as their ability to read, write, and understand Spanish through the study of Hispanic cultural topics related to travel, food, and shopping. Students will also read a novel as they explore the past tense, and Costa Rica. The use of authentic materials, audio and video recordings, technology, and stories enhance student learning. Opportunities to use Spanish beyond the classroom are provided.



## **POLICY 4201.6 NON-DISCRIMINATION (EMPLOYMENT)**

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, gender identity or expression, national origin, ancestry, disability or genetic information, except in the case of a bona fide occupational qualification. For the purposes of this policy, “genetic information” means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member.

## **SIMSBURY PUBLIC SCHOOLS COMPLIANCE OFFICERS**

Questions concerning Title IX compliance should be directed to:  
Neil Sullivan, Assistant Superintendent for Administration  
(860) 651-3361; nsullivan@simsburyschools.net

Questions concerning 504 compliance should be directed to:  
Sue Lemke, Assistant Superintendent for Teaching & Learning  
(860) 651-3361; slemke@simsburyschools.net

## **GRIEVANCE PROCEDURE**

The Simsbury Board of Education has designated Neil Sullivan, Assistant Superintendent for Administration, as the compliance officer. The office is located at 933 Hopmeadow Street, Simsbury, CT 06070, and the telephone number is 860-651-3361. Email: nsullivan@simsburyschools.net

Each school has a person or persons who shall act as compliance coordinators. Their names are posted in the building and can be acquired by contacting the school secretary. It is the function of the coordinator to address questions/issues concerning compliance. In the event a person has raised a concern and is not satisfied with the coordinator’s response, he/she has the right, within five working days of the coordinator’s response, to file a written complaint with the building principal. The principal, upon reviewing the complaint, will render a written decision within ten working days. If not satisfied with the principal’s decision, the complainant may, within five working days, refer the complaint in writing to the Assistant Superintendent for Administration, who will review the case and render a decision within ten working days. Within five working days of this decision, the complainant may appeal, in writing, to the superintendent.

