

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN



PARENT / STUDENT HANDBOOK 2015-2016

Policies, Procedures, Rights and Responsibilities

New Britain Education Administration Center
272 Main Street, P.O. Box 1960
New Britain, CT 06050-1960
(860) 827-2200
www.csdnb.org

CSDNB Mission

The mission of the Consolidated School District of New Britain is to provide a rigorous and relevant, high-quality, research-based, data-driven education that meets the intellectual, physical, moral, and social developmental needs of every child.

CSDNB Vision

The vision of the Consolidated School District of New Britain is to promote and sustain a culture and a safe and secure learning environment that builds capacity in administrators, faculty, and parents to improve academic achievement, equipping all students with the necessary aspirations, skills, and knowledge to successfully complete college, be lifelong learners, and be productive citizens.

CSDNB Theory of Change

If we partner with families and the communities to create a climate of high expectations for our students in our neighborhood schools and ensure that each school has an effective leader, a coherent system of core instruction, and a systematic process to support all students' learning, then student achievement will increase. If we structure shared responsibility for student learning and teacher efficacy, and utilize stakeholder strengths, then we will ensure a climate of continuous improvement.

Significant district redesign is necessary in order to accomplish this Theory of Action. Establishing and operating an effective, aligned educational system is not simply making the current system work better. It is a fundamental change from a loosely-coupled to a tightly-integrated operation. The roles and responsibilities of nearly every adult and process will be reviewed and possibly changed. Administrators, teachers, parents, and community leaders must understand and support this shift.

The focus of the PK-12 instructional program is Literacy

If we....

- Design an explicit English Language Arts instructional program tightly connected to English Language Development instruction
- Reduce class sizes
- Have highly skilled adults deliver core instruction and specialized interventions
- Provide our leaders and teachers targeted feedback and professional development

Then...

- Students will be reading at or above grade level at the end of each academic year
- Students will graduate from high school with the skills for success in college and careers.

Superintendent's Welcome



The New Britain Educational Administration Center
Office of the Superintendent
272 Main Street, P.O. Box 1960
New Britain, CT 06050-1960
(860) 827-2203 Fax: (860) 612-1533

Dear Families,

It is my pleasure to welcome you and your child to a new school year in the New Britain School District.

Our mission is to create a high quality, comprehensive and success-oriented learning environment for all children in our schools. We have a caring and knowledgeable staff dedicated to fulfilling the guiding principles of our district.

This handbook contains important information which will answer many questions you may have about our schools. You will also find some information which we are required to provide parents/guardians each year. We have included these to ensure that all parents/guardians have equal access to information necessary for effective communication and partnership in the education of your child.

A section of the handbook outlines our expectations for student behavior. We place a high priority on providing each student with the opportunity to demonstrate appropriate social behavior, common courtesy and good citizenship. We can best achieve this when all of our students know, understand and follow these expectations.

We look forward to the opportunity to educate your child and to maintain a strong, positive relationship with our families.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelt L. Cooper".

Kelt L. Cooper
Superintendent of Schools

CSDNB DISTRICT IMPROVEMENT PLAN AT A GLANCE 2012-2015

<p><u>GOAL 1</u> The District's vision, mission, and goals establish high expectations for all students and staff; are shared, widely known, and implemented to improve student performance</p> <p>⊗ Strategy 1 Create a district-wide positive learning climate in which all staff are responsible for focused contributions toward the district's vision, mission, and goals</p>	<p><u>GOAL 2</u> Create a collaborative professional culture that ensures the success and achievement of all students by monitoring and continuously improving teaching and learning</p> <p>⊗ Strategy 1 Establish and grow a strong professional team to improve teaching and learning</p> <p>⊗ Strategy 2 Articulate and implement a core instructional program with a challenging standards-based curriculum and high expectations for student</p> <p>⊗ Strategy 3 Use of assessments, data systems, and accountability strategies to improve adult practice and student achievement</p>
<p><u>GOAL 3</u> Establish and maintain an organizational system that ensures the success and achievement of all students by establishing and maintaining an organizational system and resources for a safe, high-performing learning environment</p> <p>⊗ Strategy 1 Establish, implement, and monitor a school-wide positive behavior support system that includes effective tier 1, tier 2 and tier 3 proactive behavior supports</p> <p>⊗ Strategy 2 Education Leaders distribute responsibilities and supervise management of the buildings, facilities, and practices so that the environment is conducive to learning</p> <p>⊗ Strategy 3 Establish an infrastructure for finance and personnel that operates in support of teaching and learning</p>	<p><u>GOAL 4</u> Collaborate with families and other stakeholders to respond to diverse community interests and needs, and mobilize community resources to ensure the success and achievement of all students</p> <p>⊗ Strategy 1 Leaders respond and contribute to community interests and needs to provide high quality education for students and their families</p> <p>⊗ Strategy 2 Leaders access resources shared among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families</p>

Board of Education Members

Sharon Beloin-Saavedra, President
Carlos Piña, Vice-President
Daniel Davis, Secretary
Merrill Gay
Judith Greco
Nicholas Mercier
Nicole Rodriguez
Stacey Rosado
Daisy Sanchez
James E. Sanders, Sr.

saavedras@csdnb.org
pinac@csdnb.org
davisda@csdnb.org
gay@csdnb.org
greco@csdnb.org
merciern@csdnb.org
rodriguezn@csdnb.org
rosados@csdnb.org
sanchezd@csdnb.org
sandersj@csdnb.org

***Board of Education meeting dates are available on the District website
<http://www.csdnb.org>***

***Meetings begin at 6:30 and are held at the
New Britain Board of Education Administrative Center
Located at
272 Main Street unless otherwise noted.***

SEPTEMBER 7, 2015
SEPTEMBER 21, 2015

OCTOBER 5, 2015
OCTOBER 19, 2015

NOVEMBER 2, 2015
NOVEMBER 16, 2015

DECEMBER 7, 2015
DECEMBER 21, 2015

DATES FOR 2016 WILL BE POSTED ON THE DISTRICT WEBSITE

District Administrators

Superintendent

Kelt Cooper, (860) 827-2203

cooperk@csdnb.org

Chief Academic Officer

Dr. E. Ann Carabillo, (860) 827-2237

carabillo@csdnb.org

Chief Operations Officer

Paul Salina, (860) 827-2213

salina@csdnb.org

Chief Human Resources Officer

(860) 827-2264

Chief Finance Officer

Kevin Kane, (860) 827-2259

kanek@csdnb.org

Chief Information Officer

Jeff Prokop, (860) 832-4690

prokop@csdnb.org

Chief Facilities and Special Project Officer

Raymond Moore, (860) 827-2216

moore@csdnb.org

Director of Pupil Services

(860) 827-2234

Director of English Language Development and World Languages

Cynthia Cassada, (860) 827-2243

cassada@csdnb.org

Director of Teaching and Learning

Nancy Sarra, (860) 827-2270

sarra@csdnb.org

District Coordinator of Fine Arts/Gifted Talented

Leona Clerkin, (860) 826-1868

clerkin@csdnb.org

District Coordinator of Athletics and Physical Education

Leonard Corto, (860) 826-1869

corto@csdnb.org

District Coordinator of Preschool Programs

Kristine Keidel, (860) 827-2222

keidel@csdnb.org

District Coordinator for Psychology and Social Work Services

Candace Ward-McKinlay, (860) 224-6450

mckinlay@csdnb.org

District Coordinator of Special Education Services

Christine Bruemmer, (860) 827-2236

bruemmer@csdnb.org

District Coordinator of Special Education and Speech and Language

Anne Marie Niedzwiecki, (860) 827-2263

niedzvie@csdnb.org

School Administrator and Contact Information

School/Address	Principal	Email Address	Phone Number
New Britain High School 110 Mill Street - 06051	David Chambers	chambers@csdnb.org	(860) 225-6300
NBHS Satellite Career Academy 40 Goodwin Street - 06051	Mike Foran	foran@csdnb.org	(860) 826-1162
HALS Academy 40 Goodwin Street - 06051	Leona Clerkin	clerkin@csdnb.org	(860) 826-1866
Pulaski Middle School 757 Farmington Avenue - 06053	Wanda Lickwar	lickwar@csdnb.org	(860) 225-7665
Slade Middle School 183 Steele Street - 06052	Todd Verdi	verdit@csdnb.org	(860) 225-3695
Chamberlain Elementary School 120 Newington Avenue - 06051	Jane Perez	perez@csdnb.org	(860) 832-5691
DiLoreto Magnet School 732 Slater Road - 06053	Alejandro Ortiz	ortiza@csdnb.org	(860) 223-2885
Gaffney Elementary School 322 Slater Road - 06053	Anita Fazio	fazioa@csdnb.org	(860) 225-6247
Holmes Elementary School 2150 Stanley Street - 06053	Patricia Putnam	putnamp@csdnb.org	(860) 223-8294
Jefferson Elementary School 145 Horse Plain Road - 06053	Cathy Hill	hill@csdnb.org	(860) 223-8007
Lincoln Elementary School 145 Steele Street - 06052	Elaine Cabral	cabral@csdnb.org	(860) 229-2564
Northend Elementary School 160 Bassett Street - 06051	Dr. Nicole Sanders	sandersn@csdnb.org	(860) 223-3819
Smalley Academy 175 West Street - 06051	Elsa Saavedra-Rodriguez	saavedra@csdnb.org	(860) 225-8647
Smith Elementary School 142 Rutherford Street - 06051	Karen Falvey-Tharaldson	tharalds@csdnb.org	(860) 223-1574
Vance Village School 183 Vance Street - 06052	Sarah Harris	harriss@csdnb.org	(860) 225-8731
Alternative Center School 505 South Main Street - 06051	Candace Ward-McKinlay	mckinlay@csdnb.org	(860) 224-6450
Central Registration 183 Steele Street - 06052			(860) 223-5501
New Britain Transitional Center 757 Farmington Avenue - 06053	Susan Buckwell	buckwels@csdnb.org	(860) 827-4577
Family Education Services 145 Steele Street (Room 6) - 06052			(860) 223-2716
District Coordinator of Adult Education/Family Resource Centers and High School Summer School 183 Steele Street (Portables) - 06052	Rachel Young	young@csdnb.org	(860) 229-6106

Central Registration

Families moving into New Britain with children during the school year should enroll with the Consolidated School District of New Britain as soon as possible. Children in grades PK through 8 must be registered at the Central Registration office located at 183 Steele Street, behind Slade Middle School, between the hours of 8:00 a.m. and 3:00 p.m. any day school is in session. Please call the Central Registration Office at 860-223-5501 if you have any questions about registering your child(ren).

Students in grades 9 -12 must be registered at New Britain High School located at 110 Mill Street.

Parents will need to provide the following documentation:

- Child's Birth Certificate
- Child's Social Security Card
- Child's Health Assessment Record (blue form; physical and up to date TB test, as determined by TB risk assessment)
- Proof of your local residence (original electric or gas bill dated within the last 30 days, City issued property tax or water bill, signed lease dated within the last 12 months or a current mortgage statement)
- Education records from previous schools

Neighborhood School Assignment

All children will be enrolled in neighborhood schools based on the parent's/guardian's residential address. Neighborhood schools allow the District to better direct and focus staff and resources to fit the needs of the students in every school. Our plan is to develop each school as the focus of its neighborhood, and to make a vibrant community center as well as a place of gathering for students and families. We invite you to partner with our dedicated faculty and staff as we make this journey. Please join the campaign to make your neighborhood school one of the best schools in Connecticut! Further information regarding the neighborhood school zones may be found on the district website: www.csdnb.org. The website also includes a link that allows you to view a map of the school district and to type in your address to find the school your child will be assigned to.

Bussing/Transportation Guidelines (Policy 3-12)

Elementary school students in Grades K through 5 shall be transported to their assigned neighborhood public school if they reside at a distance of greater than one half (1/2) mile from said school. Middle school students in Grades 6 through 8 shall be transported to their assigned neighborhood public school if they reside at a distance greater than one and one half (1 ½) miles from said school. Students in grades 9 through 12 shall be transported to the high school if they reside at a distance of greater than two (2) miles from the high school.

Under certain circumstances elementary school students (grades preschool through 5 only) shall be picked up from, or dropped off at, a licensed day care center or private sitter in lieu of their home. This alternative transportation shall only be approved and provided if the licensed day care center or private sitter's residence is within the assigned school district of the parents/guardians' residence, and meets the distance requirement listed above, and if no additional miles are traveled by busses. Transportation will be provided to the before and the after school program located at the YWCA, and after school program located at the Boys & Girls Club.

Students living on certain streets shall be required to use an alternative pick up/drop off point during winter months. Students, parents or guardians shall be advised of the alternate pick up location by the driver of the corresponding bus route. Pick ups for students who are not at their appointed pick up point for three consecutive days may be cancelled unless the attending school office has been notified of the student's expected absence. If a student's transportation has been cancelled, parents or guardians must contact the attending school to begin the transportation reactivation process. It could take anywhere from three to five business days before the student is able to be transported. The school shall notify the parents/guardians when transportation is again active in the student's transportation profile. Students in Preschool and kindergarten shall not be released by the driver at their stop unless met at the drop off point by an adult. The preschool or kindergarten students will not be released to a sibling under the age of 18. Students not met at the designated drop off location may be returned to school or brought to the New Britain Police Department and parents or guardians shall be notified.

Please be respectful of private property. Bus stops are designated on public space such as a sidewalk and not on private property. Students should wait at their designated bus stop, be supervised by their parents and not stand, sit, walk or play on private property. Students who behave inappropriately or in an unsafe manner while waiting at their designated stop which includes trespassing, littering or destruction of property, standing, sitting, playing on private property, or students violating the Safe School Climate/Bullying policies. Students are expected to walk to their bus safely. Board the bus in an orderly fashion and take their seat quickly. Share seats with others and remain seated until their designated stop. Use appropriate language and respectful speaking voices while riding the bus. Keep hands, feet, and belongings inside the bus and to themselves. Follow the directions and be respectful of the bus driver whose responsibility is the safety of all passengers. Students are expected to show respect to others at all times. Students who have been observed by the bus driver or bus monitor to have damaged a school bus, for whom it has been necessary to discipline for inappropriate behavior while being transported, or have otherwise been suspended or expelled from school may have their transportation privileges suspended by the school principal (or designee), the Pupil Services Department, and/or be investigated by the office of Business and Operations before action is taken. The length of suspension shall be commensurate with the action which necessitated the suspension of transportation. Should transportation privileges be suspended, the student's parents or guardians shall be notified of the revocation of transportation privileges and be responsible for the student's transportation until transportation is reinstated.

Bussing/Transportation Guidelines (continued)

Repeated transportation suspensions may result in a termination of transportation for the duration of the academic year. Remember that transportation is a privilege and not a right.

Transportation Safety

All students are expected to follow these safe behavior rules on the bus to and from school:

- Do not run to the bus stop
- Remain seated at all times until the appropriate stop/destination
- Sit completely in the seat. Do not have legs or feet in the aisle
- Keep the aisle clear
- When instruments related to musical or athletic event are transported on a school bus, such instruments or equipment:
 - Shall be transported in a bag or carrying case sufficient to restrain the equipment in the event of an accident.
 - Shall not occupy seating space if needed for a passenger.
 - Shall not be placed in the school bus driver's compartment or stairwell.
 - Shall be placed under the passenger's control at all times or secured in the school bus.
 - Shall not block an aisle or emergency exit of school bus at any time.
- Use quiet voices to talk with friends on the bus
- Keep hands, feet, and objects to themselves
- NO FOOD, DRINK, OR GUM allowed
- Do not dangle, hang, toss or throw anything out of the window
- Obey directions from the bus driver
- Wait until the bus comes to a complete stop before standing to disembark
- Use the handrails while boarding and disembarking the vehicle
- Cross in front of the bus, never behind
- Do not horseplay in the street

Consequences - students who have difficulty following the bus rules risk losing bus privileges. Parents are responsible for transporting their children to and from school when students are suspended from the bus. Any absences during this period due to lack of transportation will be considered unexcused absences on the student's record.

Adults should be aware that for student safety there is no parking or driving in the bus lanes and a parent cannot remove a student from the bus. If a parent needs to pick up a student who has already boarded the bus they should report to the school office and staff will assist with the request.

Please be advised that state laws are fully enforced:

- A vehicle operator must stop at least 10 feet from a school bus when the stop sign is raised and/or the red light is flashing; on any highway, private road, parking area or on any school property.
- The fine for the 1st offense is \$100.00 to \$500.00. The fine for 2nd offense is \$500.00 to \$1000.00 and/or imprisonment for up to 30 days. Additionally, you may have as many as 4 points charged against your motor vehicle record.



Consolidated School District of New Britain

2015-2016 Calendar



July 2015 M T W T F 1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31	August 1 day M T W T F 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24# 25# 26# 27# 28 31	September 21 days M T W T F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30	October 21 days M T W T F 1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30
November 17 days M T W T F 2 3# 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30	December 17 days M T W T F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	January 2016 16 days M T W T F 1 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29	February 19 days M T W T F 1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29
March 22 days M T W T F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	April 16 days M T W T F 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29	May 21 days M T W T F 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31	June 9 days M T W T F 1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30

YEAR AT A GLANCE - Note: More dates on page 2

ORIENTATION - Kindergarten	Aug 24, 25, 26, 27	Three Kings' Day	Jan 6
ORIENTATION - 6th Grade	Aug 20	Prof. Dev. (Early Dismissal - EL/MS/HS)	Jan 13
ORIENTATION - 9th Grade	Aug 18	Martin Luther King Day	Jan 18
Convocation for Staff	Aug 24	High School Semester Exams	Jan 21-26
Staff Development (Full Day) (DW)	Aug 24, 25, 26, 27	Lincoln's Birthday (Recognized 2/12/16)	Feb 12
First Day of School	Aug 31	President's Day	Feb 15
Labor Day	Sept 7	Prof. Dev. (Early Dismissal - EL/MS/HS)	Feb 17
Prof. Dev. (Early Dismissal - EL/MS/HS)	Sept 16	Prof. Dev. (Early Dismissal - EL/MS/HS)	Mar 16
Columbus Day	Oct 12	Good Friday	Mar 25
Prof. Dev. (Early Dismissal - EL/MS/HS)	Oct 21	Spring Recess	Apr 11-15
Election Day	Nov 3	Prof. Dev. (Early Dismissal - EL/MS/HS)	May 18
Staff Development (Full Day) (DW)	Nov 3	CAPSTONE Presentations (Early Dismissal - HS)	May 25
Veteran's Day (Recognized)	Nov 11	Memorial Day Observed	May 30
Half Day	Nov 25	High School Final Exams	June 7-10
Thanksgiving Recess	Nov 26 & 27	Last Day for Pre-School (Half Day)	June 9
Prof. Dev. (Early Dismissal - EL/MS/HS)	Dec 9	Last Day for Students (Half Day)	June 13
Christmas Recess	Dec 24-Jan 5	NBHS Graduation Day (Tentative)	June 13

180 days (Students)
185 days (Teachers)

HOLIDAYS IN RED

#4-7/30/15em

CALENDAR KEY			
△	First/Last Days of School	♦	Parent Conf. - Elem.
□	Schools Not in Session	●	Parent Conf. - Middle
#	Schools Not in Session for Students Prof. Development Day for Staff	■	Parent Conf. - High
○	Half Day: Professional Development or Early Dismissal (EL) (MS) (HS)	⊙	Pre-School Conf.
**	Snow day progression (June 14, 15, 16, 17, 20)	○	Last Day of Pre-School (Half Day)
			[SCHOOL CLOSED]

Arrival and Dismissal Information

Preschool Hours:

DILORETO REGULAR SCHOOL DAY

Morning Preschool 8:10 – 10:50 a.m.

Afternoon Preschool 12:10 – 2:50 p.m.

DILORETO EARLY RELEASE

Morning Preschool 8:10 – 10:00 a.m.

Afternoon Preschool 10:55 – 12:45 p.m.

DISTRICT PRE-K REGULAR SCHOOL DAY

Morning Preschool 9:00 – 11:40 a.m.

Afternoon Preschool 1:00 – 3:40 p.m.

DISTRICT PRE-K EARLY RELEASE

Morning Preschool 9:00 – 10:45 a.m.

Afternoon preschool 11:40 – 1:20 p.m.

Elementary School Hours:

REGULAR SCHOOL DAY

Grades K-5 9:00 a.m. – 3:40 p.m.

EARLY RELEASE

Grades K-5 9:00 a.m. – 1:20 p.m.

Kindergarten August 31st – September 11th: 1:15 p.m. early release
Regular/full school day begins as of September 14th

Middle School Hours:

REGULAR SCHOOL DAY

7:55 a.m. – 2:55 p.m.

EARLY RELEASE

7:55 a.m. – 12:35 p.m.

F.J. DiLoreto School Hours:

REGULAR SCHOOL DAY

7:55 a.m. – 3:05 p.m.

EARLY RELEASE

7:55 a.m. – 12:35 p.m.

High School and HALS Hours:

REGULAR SCHOOL DAY

7:30 a.m. – 2:15 p.m.

EARLY RELEASE

7:30 a.m. – 12:00 p.m.

Extended Day Services

Extended Day programs can help children develop greater confidence in their academic abilities and a greater interest in school, both of which have been shown to lead to improved school attendance and completion rates. The Consolidated School District of New Britain strives to provide enrichment programs that support student development. Please check the District webpage to see what is available at each school.

District Office of Family Education Services

The mission of the Family Education Services within the Consolidated School District of New Britain is to coordinate efforts to assist parents in supporting their student learners in Preschool through Grade 12 in their academic achievement. The office is comprised of the Chamberlain, Jefferson, Smalley and Smith Family Resource Centers who serve to help connect New Britain families with the school system and the community as lifelong learners. Families gain knowledge of developmental milestones and what services to access if their child is in need of additional therapy to achieve said milestones. In addition, the District has a district-wide Family Education Specialist to provide parents with outreach and workshops as they support their children in their academic achievement at home. A list of current workshops/courses offered can be found in the Families' Corner of the District website <http://csdnb.org/#parentscorner>. In order to better serve segments of the New Britain population, the District also has Family Support Advocates to support the Spanish, Arabic, and Polish speaking families. To request assistance, contact the Family Education Services office by calling (860) 223-2716.

YMCA After School Programs

♦ Why the change?

We have the wonderful opportunity to collaborate with the school systems in order to provide New Britain families with affordable, quality before and after care, right in their own neighborhoods. By bringing our YMCA programs to you, in your child's school, we are making it easier to provide a fun filled, activity packed, professionally supervised, before and after care option for the children of New Britain. AM care begins at 7:00 am and PM care ends at 6:00 pm.

♦ What are the Costs?

A.M. Care \$30.00 per week

P.M. Care \$45.00 per week

Combo Care \$60.00 per week

Cost is per child. Program will cap at two – Families with three or more will only be required to pay for the first two children. Care 4 Kids is accepted. Applications are available on line or can be obtained from the YMCA.

Before and After Care

Chamberlain
Northend

Gaffney
Smalley

Holmes
Smith

Jefferson
Vance

Lincoln

♦ Did you know?

The YMCA is the largest childcare provider in the country.

♦ YMCA Child Care Philosophy

In accordance with the YMCA's history and dedication to serve its youth our objectives are:

- To provide quality programs based upon the fundamental factors of child development in physical, social, and emotional growth.
- To provide a comfortable environment that fosters the development of self-confidence, self-discipline, and a good self-image.
- To continually strive for program refinement for the benefit of the participants.
- To strengthen the family unit by providing care for children so families can work toward improving their economic stability.
- To make every effort to supply support for families in need.

♦ What can I expect for my child?

Our well-trained and qualified staff will engage the children in a wide variety of activities that include sports time, arts and crafts, team building activities, outdoor time, cooperative games and more. Our programs focus on the fundamentals of the YMCA core values of Caring, Honesty, Respect and Responsibility.

For more information or to register please contact the New Britain-Berlin YMCA at 860-229-3787 or via email lpasquariello@nbymca.org.

**BOYS & GIRLS CLUB
OF NEW BRITAIN
INCLEMENT WEATHER POLICY**

ATTENTION PARENTS & MEMBERS

EARLY DISMISSAL

On days when schools close early due to inclement weather, the Boys & Girls club will be **CLOSED**. All members that are normally bussed to the Boys & Girls Club after school must take the same bus **home** from school that they took to school that morning.

HALF DAYS

On scheduled school half-days, when the weather conditions are forecast to deteriorate in the afternoon, the Boys & Girls Club will be **CLOSED**. All members that are normally bussed to the Boys & Girls Club after school must take the same bus **home** from school that they took to school that morning.

AFTER SCHOOL ACTIVITIES

On days when schools cancel all after school activities due to inclement weather, the Boys & Girls Club will be **CLOSED**. All members that are normally bussed to the Boys & Girls club after school must take the same bus **home** from school that they took to school that morning.

FULL DAY CLOSURE

If schools close for the entire day, the Boys & Girls Club may or may not open depending on weather conditions. If the Club does open, it will be at **3:00 pm**. You can either call the Club after 2:00 pm or check NBC Connecticut/WVIT television station.

Visitors to School Buildings

The Consolidated School District of New Britain believes that parents/guardians are an integral team member in their child/ren's educational process. Parents or legal guardians are welcome and are encouraged to be an active contributing member in their school community. Persons wishing to visit should make arrangements in advance with the school office so that the educational process can continue undisturbed. All visitors must report to the school office upon arrival, and must provide identification to obtain a visitors badge. No person may enter onto school premises, including visits or audits to a classroom or other school activity without approval by the principal in advance. Visitors may not consult with the teaching staff or pupils during class time. In visiting a classroom, parents/guardians should realize that the teacher's first responsibility is to the class as a whole, and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parents or guardians either before or after school hours.

Any visitor to the school whose presence or conduct is disruptive, or whose behavior, past or present, suggests that he/she intends or is likely to become disruptive, may be requested to leave the school premises. If such an individual refuses to leave the school grounds or creates a disturbance, the Principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual. The Superintendent has the authority to prohibit the entry of any person to a school of this district or to expel any person when there is reason to believe the presence of such person would be inimical to the good order of the school.

The above applies to all buildings within the New Britain Public School system.

Arrival / Dismissal Procedures

Arrival: Safety is of the greatest concern to us. It is important that students do not arrive at the school grounds prior to this time as there is no adult supervision before the indicated arrival time. Students should be dressed appropriately for weather conditions as they will remain outside until they are walked into the building by school staff to begin their school day. There is a fee based before school care located at each elementary school. Please contact the YMCA for details. With the exception of DiLoreto Magnet School, elementary student arrival time is 8:45 am. Middle and DiLoreto Magnet school student's arrival time is 7:45 am. High School and HALS student's arrival time is 7:20 am.

Dismissal: Students will not be released early from class thirty (30) minutes prior to the end of the regularly scheduled instructional day. This is an important time of the day for your child – a time when they are able to reflect on their learning for the day, receive guidance for homework, projects and future learning. Parents **must** send a note in with their child to school the morning on the day of the early dismissal

If you are picking a student up from school, please respect the dismissal time and be prompt in picking up your child/ren to ensure that there is proper care for your student(s) as the office closes at 4:00 pm. There is a fee based after school care program offered at each elementary school. Please contact the YMCA for details.

A student is not permitted to leave the school with anyone who has not been clearly identified as his/her parent in custody or guardian or a person authorized to act on the behalf of the parents or legal guardians.

Please refer to your child's school section for additional arrival, dismissal and/or early release procedures. These guidelines are in place to ensure student safety at all of our schools.

Chamberlain Elementary School:

Arrival: Students should arrive to school no earlier than 8:40 am. Teachers pick student up at 8:50 am and breakfast is served in the classroom. Students may be dropped off across from the main school entrance or on Sunrise Avenue in front of the North school entrance. If you are dropping your child off in the front of the building by car, you must enter the teacher parking lot and drive to the cones where you may drop off your child. There will be supervision in this area from 8:40 am until 9:00 am to ensure your children enter the school safely. There is also supervision near the Sunrise Avenue entrance. Parking for parents is limited to the upper lot.

Dismissal: Students will be dismissed at 3:40 pm. Students will not be dismissed after 3:20 pm due to dismissal procedures. If you need to change the dismissal procedure for your child, you must write a note to the teacher or contact the school secretary in the morning. Kindergarten walkers and kindergarten students are dismissed in the courtyard between the kindergarten area and the portables. All other walkers and students who will be picked up are dismissed through the Sunrise Avenue exit. Students must be picked up at 3:40 pm. The school office closes at 4:00 pm. If you need after care for your child, there is a fee based after-care program offered on site by the YMCA.

DiLoreto Magnet School:

Arrival: Students may be dropped off at the front doors beginning at 7:40 am. Parents are not allowed to enter the school hallways, classrooms or cafeteria. Students arriving by bus will be dropped off at the cafeteria entrance and may enter the school beginning at 7:40 am. All students will receive breakfast in their designated areas.

Dismissal: Walkers/Pick-ups; grades K, 1 & 2 students will be called first and wait at the front doors until parent/guardian arrives. Grades 3, 4, 5 & 6 students will be called next and dismissed out the 5th /6th grade hallway doors. Students will walk around to the front of the building to meet parent/guardian. Grades 7 & 8 students will be dismissed out the middle school hallway doors will walk around to the front of the building to meet parent/guardian.

Bussing Students: Busses will line up around the building starting at the Playscape area, then wrap around the new wing, behind the cafeteria and end at the Kindergarten section. ALL students will be escorted by their teachers and placed on the busses as they walk past the parked busses. Bus students will be dismissed in the same order as Walkers/Pick-ups. (Please see above).

Changes in a student's dismissal for a particular day: Dismissal time must be orderly so that all students get to their correct destination safely. Therefore, parents/guardians must call the Main Office prior to 2:00 pm to indicate a change in their child/ren's normal dismissal for that day. The secretaries will log in the caller name and the time the call was received in order to keep track of changes. Parents may also send a note in for the teacher if they know in the morning but the phone call must still be made prior to 2:00 to keep track of all students. If a call is not received by 2:00 pm, no changes in dismissal will be allowed (i.e.: a child that normally rides the bus will remain on the bus. We cannot guarantee to retrieve a child during dismissal time once he/she is placed on the bus)

Gaffney Elementary School:

Arrival: Preschool – All preschool students will be picked up and dropped off in the BACK of the building on the preschool side. Busses and parents will enter in the back from Stanwood Drive, drop off students, loop around and exit the property onto Stanwood Drive. A.M. session students will enter the building at 8:45 a.m. P.M. session students will enter the building at 12:45 p.m.

Kindergarten through Grade 5 including KEY – All busses will enter the property from Stanwood Drive. Busses will drop students off on the side of the building. At 8:35AM students will enter the building where they will be supervised. Teachers will pick students up from a designated area in the building at 8:45 a.m. All buses will exit on to Slater Road.

Kindergarten through grade 5 pick-up and drop off – parents who pick up and drop off students will enter school grounds on Slater Road.

Dismissal: Preschool – A.M. session preschool students will begin dismissal at 11:40 a.m. P.M. session preschool students will begin dismissal at 3:40 p.m.

Kindergarten through Grade 5 – Walkers will be dismissed to their parents/guardians from the main entrance. Dismissal will begin at 3:40 p.m. Parents/guardians must call before 2:30 p.m. or send in a note with the student(s) to indicate a change in their child(ren)'s normal dismissal

KEY – All KEY students will begin dismissal at 2:45 p.m.

Holmes Elementary School:

Arrival: Students are to arrive between 8:40 a.m. and 8:50 a.m., then proceed to the playground for monitored line up. Students are expected to be in their classroom line by 8:50 a.m. Students arriving after 9:00 a.m. will need to be signed in by a parent/guardian in the front office. Parents/guardians are to park their car and walk their student into the Main Office and sign the student in.

Dismissal: Supervised dismissal for all students will begin at 3:30 p.m. Teachers will escort students to their assigned bus and walkers will be escorted to the lower turn around area where students will be individually escorted by teachers to their car. Parents/guardians are asked to wait in their cars at all times during the dismissal process. The Main Office door will be locked at 3:00 pm to ensure all students are accounted for during the dismissal process. On occasion, if you plan to pick up your student for any reason you will need to pick up your student before 3:00 p.m. Please send a note by your student the day of early dismissal or for any changes to the dismissal process or call prior to 2:00 p.m. to the Main Office.

Jefferson Elementary School:

Arrival: Students are permitted to be on campus beginning at 8:40 a.m. and no earlier – we begin providing supervision at 8:40. Please drop students off along Horse Plain Road, where they may use the sidewalk to walk to the front entrance doors of the school. All students should enter the school in the morning through the front entrance doors only – walk through the building – and be greeted by their teachers on the playground at 8:45. In the case of inclement weather, all students will enter through the front doors and remain indoors in the designated area for their grade level.

Dismissal: Walkers – Grades K-2: parents should pick up their children from the lower level exit doors (your child's teacher will provide more detailed information with exact door). Grades 3-5: teachers will walk students down the hill to exit on Horse Plain Road near the portable classrooms. For safety reasons, **walkers will be released after the bus riders.**

Change to dismissal: For safety reasons, all students will be dismissed according to their designated way home (i.e. busses will ride their assigned bus home, walkers will walk or be picked up). If there is a need to change your child's normal routine for dismissal, all changes must be made in writing to include a date and parent signature. Phone calls will not be an acceptable way to communicate a change in your child's routine. It is a good idea to check with the front office and/or your child's teacher to ensure that the written communication was received.

Lincoln Elementary School:

Arrival: All students should report to the playground upon arrival. No students should be dropped off at the school before 8:40 am. Teachers will pick their classes up from the playground and escort them into the school. In case of inclement or cold weather, students will enter the building upon arrival.

Dismissal: At 3:35 pm., walkers are dismissed out of the back doors of the lobby to be picked up by parents/guardians in the back of the building. Students who are not picked up promptly will be walked to the office where they can be signed out by the parents/guardians when they arrive. All Preschool and Kindergarten walkers are dismissed to parents/guardians in the Commons.

Northend Elementary School:

Arrival: Students are expected to arrive to school at 8:40 a.m. each day. Kindergarten students will arrive and be dismissed from the Kindergarten playground area. Students in Grades 1 through 5 will arrive and be dismissed from the main playground area. For safety reasons, parents and guardians must ensure that students enter and exit the playground areas appropriately. Please do not use the staff parking lot to drop off and pick-up children.

Dismissal: Dismissal is at 3:40 pm. Parents are expected to sign students out each day during dismissal.

During inclement weather, Kindergarten students will be signed out from their classrooms. Students in Grades 1 through 5 will be signed-out from the cafeteria. Walkers will be dismissed from designated doors.

Smalley Academy (Grade 1-5):

Arrival: All Smalley Academy students are expected to report to school daily and timely by 9:00 am. The “IF YOU COME LATE – YOU STAY LATE” Smalley policy applies to all students who report to the school office after 9:00 am. Students who arrive late will make up the time after school. All students who come to school late **MUST** stop at the school office for a late pass. Students are not to report to school earlier than 8:45 am. as there is no adult supervision prior to 8:45 am. Upon arrival at 8:45 am., students are to report to the following designated areas: Grade 1 students are to report to the cafeteria via the playground side entrance. Grades 2 through 5 students report to the auditorium (via West Street entrance)

Dismissal: All bussed students will get dismissed from auditorium. All students are escorted to busses by teacher/designated adult. Grades 1 through 3 students will be escorted by teacher/designated adult for parent/guardian pickup via playground side entrance. Grades 4 through 5 students will be escorted by teacher/designated adult to the entrance area on West Street by the gym. We ask that parents pick up their children in a timely manner at 3:40 pm. on regular school days and on half days at 1:20 pm.

Smalley Academy Kindergarten students at the Roosevelt campus:

Arrival: All Smalley Academy kindergarten students are expected to be in school daily and timely by 9:00 am. Students that arrive to school after 9:00 am will report to the office with an adult for a late pass. The “IF YOU COME LATE – YOU STAY LATE” Smalley policy also applies to kindergarten students attending the Roosevelt campus. Please be sure that students report to school on time. Buses will drop off kindergarten students in front of the Main Office entrance at the Roosevelt campus. Students will get in line in their designated areas and be escorted to their classroom for breakfast.

Dismissal: At the end of the school day, buses will pick up in front of the Main Office entrance. A parent/guardian/caregiver over the age of 18 must be waiting for the kindergarten student at the designated assigned bus stop. Kindergarten students who do not have a parent/guardian/caregiver over the age of 18 present at the designated stop timely will be returned to the **Smalley Academy campus** located at **175 West Street**.

Smith Elementary School:

Arrival: Upon arrival, students should be dropped off in the lower parking lot and walk up Rutherford Street to the back parking lot where doors will open at 8:35 a.m. Families are asked not to use Jefferson Street. Please enter Smith Elementary via Rutherford Street and exit via Whitman Street. All students will enter through the back entrance.

Dismissal: At dismissal, Kindergarten walkers are dismissed through the Kindergarten Courtyard. Grades 1 and 2 walkers will be dismissed through the side doors on the blacktop and need to be checked out with each staff member. Grades 3 through 5 walkers will be dismissed through the front entrance.

Vance Village School:

Arrival: Upon arrival, students are to be dropped off at the blacktop door near the playground/playscape no earlier than 8:45 am. Staff will greet the students at the door.

Dismissal: There are two specific areas on the blacktop for our students. The Kindergarten and first grade students are picked up on the right side of the blacktop outside Room 105. Students in Grades 2 through 5 are lined up at their grade level cone right outside the blacktop doors where they enter the building in the morning. Walkers - Kindergarten and first grade students who do not ride the bus will be dismissed by the blacktop doors outside room 105. Parents/guardians can meet their children on the black top area. Staff will remain with

Kindergarten and Grade 1 students until family members and/or designee have picked them up. The area will be marked so that families can easily find their children. Students that do not ride the bus in Grades 2 through 5 will exit through the door closest to the blacktop. This is the same place that the students enter in the morning. Students in Grades 2 through 5 will wait on the blacktop at their grade level cone for their parent/designee to pick them up. If students are not picked up at the blacktop after dismissal time has ended, staff will escort the students to the office.

The door to the main office will be locked every day at 3:00 pm and reopened after “Last Call for Busses” is announced at 3:35 p.m. If your child needs to be picked up early, you need to be here at Vance Village School before 3:00 p.m. We encourage parents to follow the regular school day schedule and avoid picking them up early. Please make every effort to schedule appointments after the school day or on half day monthly Wednesday afternoons. Every learning minute counts during the school day. No dismissal changes will be done over the phone (i.e.: different bus, change from busser to walker, etc.). Any changes need to have a written note. In the event of an emergency during dismissal time when the office is closed please contact a staff member with a walkie-talkie on the blacktop or in the dismissal area. Thank you for your cooperation.

THANK YOU FOR HELPING US TO KEEP OUR STUDENTS SAFE

Attendance

Attendance at school is mandatory. Students need to be present in order to learn. You can help by making school a top priority. Please do not schedule appointments such as medical or dental (etc.) during school hours. Contact the school to report your child's absence, and send a note to the teacher explaining the absence when your child returns to school. If you do not have a telephone, please write the teacher a note for when your child returns. Calls are made to the home of each absent student in the morning to ensure that the parent knows the child is not at school.

An unreported absence is an unexcused absence. Absences are excused only for illness or certain family emergencies at the discretion of the principal. If your child has excessive unexcused absences, a referral to the School Based Attendance Committee (SBAC) will be completed. Parents will be expected to attend a meeting to discuss attendance concerns. The SBAC consists of the teacher, principal, school social worker, the district's attendance officer and a Department of Children and Families liaison worker. If necessary, an additional referral will be made to the attendance review board. If the attendance issue continues, a referral will be made to DCF due to educational neglect.

Perfect Attendance – A student cannot be absent, tardy, or dismissed early (regardless of the student is sick or has a scheduled appointment) to receive perfect attendance acknowledgement for the school year.

Attendance Policy

In compliance with Connecticut State Law (Statute 10-184), we are providing written notice to you, as parents and guardians, of your obligations to assure your child's attendance at school. Students are expected to be on time for school and attend classes every day, unless they are sick or have a serious reason to be out. The New Britain School District policy states that the only excused absences are those due to a child's illness, death in the family, a doctor or dentist appointment, religious obligations, or whenever the Administration considers that exemption from school is in the best interest of the student. The school administrator makes the final determination about whether an absence is excused. As of April, 2013 CT State Department of Education has provided definitions to establish two levels of criteria for an absence to be considered excused. The first 9 absences in a school year can be deemed excused for any reason the parent or guardian provides. The tenth and subsequent absence after has a specific set of reasons that qualify as excused. The acceptable reasons for a student absence to be considered excused after 10 or more absences are as follows:

- Student illness with verification from an appropriately licensed medical professional regardless of absence's length
- Student's observance of a religious holiday
- Death in a student's family or any other emergency beyond the control of the student's family
- Mandated court appearances that are documented
- Lack of transportation that is normally provided by a district other than the one the student attends
- Extraordinary educational opportunities that meet specific criteria and are pre-approved by district administrators

For more information regarding the Two-Level Approach to Excused absences please visit http://www.sde.ct.gov/sde/lib/sde/pdf/publications/guidelines_excused_and_unexcused_absences.pdf. You can monitor your child's attendance through accessing the information recorded in Powerschool.

Attendance Policy (cont.)

Parents who keep their child(ren) home from school should call the school in the morning to inform the Secretary of the reason for the child's absence. The school must keep detailed records of late arrivals, absences, and early dismissals. If a child must be absent for a medical reason, parents should bring a note from a doctor or dentist with the date and reason for the absence.

We strongly encourage students to arrive on time. If they come in after the start of the school day, they will be marked tardy. If students come to school late, they must come to the Office for a late pass before going to their classroom.

Tardiness

A student is considered tardy when they arrive after the regularly scheduled start time and/or start of homeroom. If your child is late for school, they should report to the office for a late pass before going to the classroom. Parents should provide a written note to the teacher when a child is tardy. Students who are repeatedly tardy will need to make up missed time.

School Closings Due to Inclement Weather

In the event of school closings or early dismissal due to inclement weather, a call will be made using the automated calling system as soon as possible. **Please be sure that your telephone numbers are up to date so that we can contact you in case of emergency.** Please watch the TV stations (WFSB, NBC 30, or Fox 61) and log onto the district website at www.csdng.org for information on closings, early dismissals, or the cancellation of after school activities.

In the event of an early dismissal due to weather, please make sure your child is aware of any alternate arrangements for going home.

Change of Address/Telephone Number

Parents are required to provide accurate information about current addresses and phone numbers, including emergency numbers. Many important messages are made throughout the year via the automated calling system which relies on current phone numbers. If your phone number changes, please notify the school office immediately. Failure to provide updated contact information prevents us from being able to contact you with vital information regarding your child/ren.

If your family moves during the school year, please notify the school office of your move in advance. You will need to provide a new proof of residency which can be accomplished through a signed lease, mortgage, recent and original utility bill such as gas or electric, or a property tax invoice issued by the City of New Britain.

Child Custody

In most cases, both mother and father have equal rights to their children. If you have a court order that limits or terminates the rights of one parent in matters such as custody or visitation, the legal guardian must furnish a current copy to the office of your child(ren)'s school. **EQUAL RIGHTS MUST BE PROVIDED to both parents** unless a court order stating otherwise is on file in the school office.

Health and Medical

A professional registered nurse is present in the health office daily. If a nurse is not available, school administrators, faculty, and staff are available to aid students. Health office personnel will administer first aid for minor injuries received in transit to and from school and while at school.

Administration of Medication: Medication cannot be administered to a student unless the school has a written order of an authorized medical provider prescriber and the signed authorization of a parent/guardian. The medication form must be renewed each year. A student may not carry any medications in school, including asthma inhalers and over the counter medications, unless the authorized prescriber and the parent/guardian give signed permission on the medication form for the student to self-carry medication. State of Connecticut regulations prohibit students from carrying any type of narcotic or controlled medications. All controlled medications must be kept in the health office and may not be self-administered. Medication must be delivered to the school nurse in the original labeled pharmacy container by a responsible adult. Students who have a self-administration plan must transport the medication to and from school each day, maintain it on or in the immediate vicinity of their person at all times, and use it appropriately according to instructions. As needed medications such as Tylenol, Motrin, medicated cough drops, eye drops or any other type of over-the-counter medications require written medication authorizations. These medications will not be administered by the school nurse without a completed medication authorization form on file in the health office.

Communicable Disease and Illness/Injury Management: The school nurse will ask parents/guardians to pick up a student who has symptoms of illness or an injury that, in the professional judgment of the school nurse, needs to be observed at home or assessed by a medical provider. It is very important that parents/guardians provide the school with working phone numbers and a list containing names and phone numbers of those persons to whom the student may be released.

A student who becomes ill in school must report to the nurse. STUDENTS MAY NOT LEAVE SCHOOL FOR ILLNESS OR INJURY OR CALL PARENTS/GUARDIANS FOR TRANSPORTATION WITHOUT FIRST REPORTING TO THE NURSE OR AN ADMINISTRATOR. ONLY THE NURSE OR A BUILDING ADMINISTRATOR MAY DISMISS A STUDENT FROM SCHOOL AFTER SPEAKING TO A PARENT OR LEGAL GUARDIAN.

In an emergency, 9-1-1 will be called for immediate transportation to the hospital. To safeguard the health of all students, we ask parents/guardians to monitor their children for possible communicable diseases and to follow the guidelines below.

Students must stay home from school if they have:

- Fever over 100 degrees;
- An undiagnosed rash;
- Vomited more than once in the past 24 hours;
- More than one episode of diarrhea in the past 24 hours;
- Persistent coughing, including asthma that is not controlled by following the medical treatment plan;
- A severe earache;
- A severe sore throat with symptoms indicating possible strep throat;
- An active infestation of scabies or head lice;
- A diagnosed communicable illness - such as the flu, chicken pox, or measles;

Health and Medical (cont.)

- An undiagnosed skin wound, sore, or lesion that appears infected (is red, swollen, or draining fluid)

Students must remain home:

- For 24 hours after a fever, when the temperature returns to normal without the use of fever reducing medication;
- For 24 hours after diarrhea has ended;
- For 24 hours after the first dose of antibiotic for the treatment of strep throat;
- For 24 hours after vomiting has ended;
- Until adequately treated for head lice, scabies, other infestation, or skin infection. Student diagnosed with a communicable illness cannot return to school until the contagious period has passed.

Upon return to school the student may be assessed by the school nurse. Parents/Guardians may be required to provide a doctor's note showing that the student has been assessed by a medical provider and stating that the student is cleared to return to school.

Communicating with the School Nurse:

Please let the school nurse know:

- If your child has a health condition that may require individualized planning for emergency care, safety in school, or health care services
- Of changes in your child's health status, including illness, injury, hospitalization, or a change in treatment or medication.

If your child has been in the hospital, had surgery, has a cast, has been diagnosed with a serious illness, or newly diagnosed with a condition such as asthma or diabetes, parents/guardians must provide a note from the student's physician indicating: diagnosis, treatment plan, ability (clearance) to return to school, and activity restrictions or authorization to participate in all activities. Please remember that students requiring the use of crutches in school must have a physician's order for the crutches.

Daily school attendance is important. Parents/guardians should notify the school nurse if their child will be absent for one or more weeks due to medical reasons. The school nurse will obtain necessary medical information and will help to initiate planning to support the student. Please contact the school nurse in advance of a planned long-term absence or as soon as possible in the case of an emergency.

Health Assessment Requirements: All students entering preschool, kindergarten, grade 6, and grade 9 students along with those transferring to the New Britain School District from out-of-state are required to have a physical examination and tuberculosis screening. The medical provider then completes a State of Connecticut health assessment form which must be turned into the school nurse. Physical examinations must be no more than 12 months old (14 months for fall entry into school). Students newly enrolling in the New Britain School District have 30 calendar days to provide proof of a physical examination. Students who do not meet this requirement may be excluded from school until a completed health assessment form is submitted to the school nurse. State law requires that these assessments be performed by a legally qualified physician (M.D. or D.O.), an advanced practice registered nurse, or a physician's assistant who is licensed to practice in Connecticut. The state required forms are available in the Health Office, at most local pediatric medical practices, and on-line at the district's website. The

Health and Medical (cont.)

school district has several school-based health centers (clinics) that can provide physical examinations at no out of pocket cost to families.

Immunizations Required for School Attendance: The Connecticut State Department of Public Health and the New Britain Consolidated School District requires that students be adequately immunized. Immunizations are available at no cost to any child under the age of 19 at the New Britain Public Health Department or at any of the school-based health centers. Questions about immunization requirements should be discussed with your child's school nurse.

Vision and Scoliosis Screening: School nurses provide vision, hearing, and scoliosis screenings to students as required by Connecticut General Statutes, Section 10-214. If a student requires further evaluation the parents/guardians of student will be notified and provided a referral form. Parents/guardians should return the referral form to the school nurse after it has been completed by a medical provider.

By Board of Education policy, all students in grades K-8 must wear the approved universal uniform of a white collared shirt and either khaki or navy blue Dockers style slacks/bottoms. Each individual school also has an optional shirt color(s) that will be accepted. These colors are listed in the chart below.

Pants or knee-length shorts – Dress or “Dockers” style, belted at waist only. No denim jeans. Girls may also wear skirts, jumpers or skorts in either khaki or navy blue and must be knee length or longer.

Tops – Solid color with collar or turtleneck, worn tucked-in. Long or short sleeves. No tee-shirts.

Footwear – Shoes or sneakers. Shoes must have a back straps to keep them on the feet. Laces tied. Blue or white socks.

Optional – Sweaters, blazers or vests in a solid color of: navy, grey, or school color. Clothing with hoods, graphic designs, word screening, logos etc. are not allowed.

SCHOOL UNIFORM SHIRT COLORS BY SCHOOL

<u>School</u>	<u>Shirt Colors</u>
Chamberlain	Navy Blue/White Tops
DiLoreto	Hunter Green/White Tops
Gaffney	Light Blue/White Tops
Holmes	Red/White Tops
Jefferson	Red/White Tops
Lincoln	Yellow/Light Blue/White Tops
Northend	Hunter Green/White Tops Hunter Green Sweater/Cardigan
Smalley	Light Blue/White Tops
Smith	Light Blue/Navy/White Tops
Vance	Light Blue/White Tops
HALS	Light Blue/Black/Grey/White Tops
Pulaski	Maroon/White Tops
Slade	Light Blue/Navy/White Tops

If the uniform policy is a financial burden, parents may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need.

Dress Code

Students are expected to wear their school uniform everyday. Parents are asked to make safe, respectful choices about what their students wear to school. Please remember that children grow throughout the year and clothing must fit appropriately. Please contact the school office if you have any questions about the school uniform or uniform policy.

Students should not come to school wearing the following:

- Clothing that exposes a child's stomach
- Clothing that exposes underwear
- Pants, shorts, skirts, skorts that are NOT worn at waste level
- Clothing that compromises modesty – shorts, skorts and skirts should not be shorter than 2 inches above the knee and tops should not show cleavage
- Beads or other insignia associated with gangs
- Shoes such as clogs, heels higher than one inch, or "flip-flops". Shoes must have back straps to keep them on student's feet
- T-Shirts/Clothing with messages or pictures promoting substance abuse, violence, prejudice, or sex

School Attire Policy

It is the policy of the New Britain Board of Education to reasonably regulate the attire of students during the school day. To that end, the Board has implemented school uniforms for Grades K-8. Further, in order to maintain an educational environment that is safe and conducive to the educational process, all students in Grades K-12 shall abstain from wearing or possessing certain items during the school day. The New Britain Board of Education has determined that reasonable regulation of school attire can further (important) educational interests.

School personnel, including substitutes, should serve as role models for proper attire in the educational setting. School personnel should ensure that all students adhere to the School Attire Policy. It is the policy of the Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Board's Attire Policy. In compliance with the Board policy regarding School Attire, each elementary and middle school in New Britain has adopted a school uniform for these reasons:

- School Uniforms can support important educational interests and contribute to a positive school climate
- Reduce distraction; provide an environment where students can focus more on learning
- Reduce loss of self-esteem caused by teasing or competition over clothing
- Minimize disruption from wearing inappropriate clothing
- Enhance school safety by helping teachers and administrators to identify individual who are not enrolled in the school when they encounter them on the playground or in the school
- Reduce the cost of school clothing
- Provide an educational environment where financial disparities between students, as reflected in clothing, are minimized
- Create a greater sense of community and school pride amongst students
- Help students and parents avoid peer pressure
- Help prepare students for future roles in the professional workplace
- Create an atmosphere reflecting the seriousness of the purpose of education
- **Failure to comply with the uniform policy will lead to disciplinary consequences.**

Emergency Drills

Connecticut State Law mandates that every school have 7 Fire Drills per school year. We also rehearse 3 Lockdown and Evacuation Drills throughout the year. In the event of a real emergency, we will notify parents/guardians via the automated calling system and/or written communication. Please ensure that your contact information is kept up to date with the front office in your child's school building. Evacuation sites are listed on the district's webpage.

Students are expected to comply with drill procedures quietly and in an orderly manner, and assemble at the area indicated for each class. Inappropriate behavior during these events can result in severe consequence even expulsion, because the student is compromising safety. A system is in place to account for all students. Visitors at the school during a drill will be instructed by staff regarding what is expected of them and should comply with the drill procedures.

School Safety

Safety is a high priority for the staff and students. It is important that all visitors comply with the following school rules:

All schools in the District utilize Raptor technology which enables staff to closely monitor visitors. All doors are locked during the school day, and visitors will be "buzzed in" at the Main Entrance at every building. All visitors must present valid identification which will be processed through the Raptor screening program. A Raptor Pass must be issued before a visitor is granted access to the school. Office staff will collect passes when visitors sign-out at the end of their visit. We appreciate your cooperation in providing a safe and secure environment for our children.

During the school day, students will only be dismissed from the school office. If your child is to be dismissed early, please send a note to the teacher stating the time and who is to pick up the child. Upon arriving at the school to pick up your child, you should report directly to the office. You will be asked to identify yourself and sign a dismissal log before your child will be called to the office. No child will be dismissed to anyone other than the parents or guardians without written permission from the custodial parents or guardians. Parents/guardians are asked to complete an emergency form at the beginning of each school year which lists individuals to whom a child may be released. An older sibling must also present written permission from the custodial parents or guardians to pick up a younger sibling. Even with such permission, we will try to verify by phone that you wish your child to go home with someone else. This precaution may be frustrating for you and/or the bearer of the note, but remember that our first concern is your child's safety.

If there is any reason why a father or a mother should not be allowed to see or pick up a child, it is your responsibility to tell the teacher and the office about this situation. **Remember that a biological or legal parent/guardian cannot be kept from visiting or taking a child without a court order which prevents him or her from doing so.** This is a family/personal issue which must be resolved outside of the school. For the safety and protection of your child, please make sure issues like these are resolved before your child comes to school. Do not hesitate to call your child's school building if you have any questions about this particular problem.

Biking Safety

By law, all children under the age of 16 must wear a helmet when riding a bicycle in Connecticut. All students given permission to ride a bicycle, skateboard, or any self-propelled wheeled object to school must have a helmet on their head. Students not wearing a helmet will have the item taken and held until they bring a helmet to school to ride the item home.

School Governance Council

Each school has a School Governance Council (SGC) comprised of 7 parents, 5 teachers and 2 community members elected by their peers to serve for 2 years. The SGC is a governing body that advocates based on the school improvement plan for the school. To learn more about getting involved with your school governance council please contact your school principal.

Telephone Use

If an emergency arises, a student may request to use the telephone in the front office to contact their parents/guardians. Arrangements for after school activities should be made before the student leaves home in the morning. Students are not allowed to have cell phones at school. Cell phones that are brought to school will be taken away and a parent will have to come to school to retrieve it as a first offense. If a student brings a cell phone to school a second time and it is confiscated, the phone will remain in the school building until the end of the academic year at which point a parent or guardian may come to the school to retrieve it. It is normal for children to want to show their friends special possessions, but problems frequently occur when they are brought to school such as loss, theft, or confiscation. Therefore, we ask that all valuables be kept at home.

Electronic Devices

Electronic devices such as cell phones, MP3s, game boys, laser pointers, iPads, PSPs and the like are not allowed to be used in school. They will be confiscated and parents will have to come to school to pick up the electronic device. If a student repeats this behavior, the device will be kept in the principal's office until the last day of school. At 8:00 a.m., all electronic devices are to be placed in the student's own locker with a lock on it, where they must remain until the end of the day. It is normal for children to want to show their friends special possessions, but problems frequently occur when they are brought to school such as loss, theft, or confiscation. Therefore, we ask that all valuables be kept at home.

Lockers

6-8th graders may be assigned a locker to use and may need to obtain a combination lock. Combinations must be given to the homeroom teacher in case of emergency. Lockers remain the property of the school. The school reserves the right to enter them with reasonable suspicion. Students may not share lockers without teacher permission. They should keep the combination confidential to protect belongings. All outdoor clothing and personal property is to be stored in the locker upon arrival to school. The school is not responsible for items in the locker. Keep your locker clean and locked at all times. Failure to do so may result in loss of locker use.

Recess

In compliance with state law, teachers plan a 20 minute period of physical activity each day. Weather permitting, recess is held outside. During the winter months, students will be outside when temperature and wind chill are above 30 degrees and so it is important for them to come to school wearing coats, hats, mittens and boots.

Student Debt

Report card grades, transcripts, books, records, etc. may be withheld until a student and his/her family meets their financial obligation to the school. This includes food accounts, fines for replacing lost school equipment, books, and bills for damage to school property.

Student Conduct and Discipline Policy

The responsibility for proper conduct in the New Britain Public Schools (including transportation) rests with the parents and guardians. All students should recognize the consequences of their conduct. This refers to their actions towards each other, their language, and their manners.

Implementation of the Discipline Policy calls for sensitive, tolerant, intelligent action on the part of the school staff. The fostering of the rights of the individual must be made compatible with the needs of the total group. In each instance in which an employee acts to help a student conduct himself/herself properly, emphasis should be placed upon the growth of the student in ability to discipline himself/herself.

Students, both individually and in groups, shall comply with school regulations, and shall recognize the authority of school personnel. Disobedience, or open defiance of authority, shall constitute sufficient cause for disciplinary action and may result in suspension from school. When, in the judgment of school personnel, an individual or a group challenges the authority and takes away from meaningful, instructional activities in the school, through disruptive acts, abusive language, or threats of bodily harm, such activity shall be reported at once to the Administrator who is empowered to institute appropriate corrective and/or disciplinary action.

Weapons, Drugs and Alcohol Use

Students found to be in possession of weapons (are defined as any materials, instruments or items that can be used or attempted to be used to cause bodily harm), will be suspended, may be expelled, and may be referred to the police. Possession of a “toy gun” or other fake weapons in school will lead to out-of-school suspension. Students found to be in possession of a firearm or other dangerous weapon shall be expelled from school and the police will be notified. Students found to be in possession of or under the influence of an illegal substance and / or alcohol will be suspended and may be referred to the police and may be expelled. Students found offering for sale or distribution a controlled substance shall be expelled from school and the police will be notified.

Parental Notice of School-Sponsored Access to the Internet

The Internet is a valuable research tool and widely used as a source of communication for students, staff and parents. Internet access by students in school is guided by Board of Education regulations and monitored on site by staff. Access to the Internet for research purposes and as a vehicle of communication may, from time to time, result in the release of certain information. Typically, the information is minimal in content and consistent with what is readily available through other media sources such as newspapers, television, and radio. (Where feasible, every attempt is made to limit the release of information over the Internet to students' names or preferably altered versions of students' names, the schools, grade levels and images of students.) The release of student phone numbers and home addresses is prohibited. If you object to the release of any of the above information as it relates to your son/daughter, you must notify the building principal in writing at the beginning of each school year.

Security Recordings

Surveillance cameras may be used in all areas under the supervision of the District, including school buildings, buses, grounds and other authorized areas of the District to ensure the health, welfare, and safety of all students, employees, visitors, and to safeguard District facilities, vehicles, and equipment as well as deterrence and prevention of unlawful activities. Surveillance cameras may be used in locations as deemed appropriate by the District administration, but shall not be used in locations where there is a reasonable expectation of privacy.

All recordings are considered confidential and will be viewed only on an "as needed" basis by those individuals authorized by federal and state law. All recordings within the school, outside of the school on school property, and on any vehicles, are the property of the District and shall be maintained in accordance with federal and state law.

Photographing/Videotaping Students

From time to time, photographs and videotapes are taken of special activities during the academic as well as the summer school session, highlighting classrooms "in action" to demonstrate a particular aspect of a curriculum, or the implementation of a special program. These photographs and videos are sometimes used in presentations to the Board of Education, teachers, parent groups or community groups. On occasion, photographs of students are placed on the school's web site, and/or given to the newspapers to illustrate events at the school. If, for any reason, you do not wish your child photographed or videotaped, please notify your child's school in writing at the start of the academic year.

School Dances and Activities

All school rules concerning behavior are in effect at all school functions. Students who are suspended or have been expelled are not allowed to be on school grounds or participate in school related activities. Participating students are not allowed to leave an activity or dance and return. School events are for students attending that school building only. Guests from outside of the school will not be admitted. Students are required to leave the school grounds when an activity or dance is over. Parents are expected to pick up their children on time from all after-school and evening activities. Failure to do so will result in your child being excluded from future activities. Activities and dances are an extension of school life. Attendance at such activities and dances is a privilege. Only students who exhibit appropriate behavior are allowed to participate.

Pesticides Policy

In accordance with Public Act 99-165, you have the right to prior notice of pesticide applications during the school year. You may register at the school for this notice.

Registration at your child's school will ensure that notice be sent to you prior to application of pesticides at that school. During normal planned pesticide applications, notice will be mailed so as to be received 24 hours prior to application. In the event of emergency pesticide application, notice will be sent (by any means practicable) on the day before or the day of the application.

Sexual Harassment Policy

Sexual harassment is forbidden by Federal and State law, as well as by the New Britain Board of Education, and will not be tolerated in New Britain Schools. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to fellow employees and students, and to the public.

Sexual harassment is defined as "any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of sexual nature" made by someone in the work or educational setting.

While the list below is not complete, the following are examples of unwanted behavior, and might constitute sexual harassment:

- Touching
- Verbal comments
- Sexual name-calling
- Sexual rumors
- Inappropriate public display of affection
- Gestures
- Leers
- Jokes/cartoons/pictures
- Inappropriate statements of a sexual nature
- Pulling at clothes
- Attempted sexual assault/sexual assault

Often borderline matters will be brought to the attention of the staff by students and/or parents, which may not warrant formal sexual harassment procedures. Principals may need to make judgments in these matters. This does not relieve administrators of their obligation to counsel parents and students as to their rights under this policy.

Complete copies of the New Britain School District's 3-25 Policy on Sexual Harassment may be downloaded from the CSDNB website located at: www.csdnb.org/#boepolicies.

Bullying Policy

Bullying behavior by any student in the New Britain Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Board Policy and Administrative Procedure 3-30 www.csdnb.org/#boepolicies sets forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon written request. **“Bullying” means any overt acts by a student or a group of students 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, which acts are repeated against the same student over time.** Students and parents may file verbal or written complaints concerning suspected bullying behavior at the school building, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly investigated. If acts of bullying are verified prompt disciplinary action, including suspension and expulsion, may be imposed upon the perpetrator in accordance with Board Policy and Administrative

Procedure 3-30. Complete copies of the New Britain School District’s 3-30 Policy on Safe School Climate may be downloaded from the CSDNB website located at: www.csdnb.org/#boepolicies.

BULLYING

The Consolidated School District of New Britain is committed to creating and maintaining an educational environment free from bullying, harassment and discrimination. All students have a fundamental right to attend school in a safe and orderly environment in which they can learn and be free from fear. All students and adults have a responsibility to foster a positive educational environment.

In accordance with state law and the CSDNB Board of Education’s Safe School Climate Plan, any form of bullying behavior on school grounds is expressly prohibited, including:

- at a school-sponsored or school related activity, function or program, whether on or off school grounds.
- at a school bus stop.
- on a school bus or other vehicle owned, leased or used by a local or regional board of education, or
- through the use of an electronic device or an electronic mobile device owned, leased or used by the Consolidated School District of New Britain.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying:

1. creates a hostile environment at school for the student against whom such bullying was directed,
2. infringes on the rights of the student against whom such bullying was directed at school, or
3. substantially disrupts the educational process or the orderly operation of a school.

Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the CSDNB Board of Education’s policies on student discipline, suspension and expulsion, and consistent with state and federal law.

BULLYING (cont.)

For purposes of this policy, “**Bullying**” means repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same school district that:

- causes physical or emotional harm to such student or damage to such student’s property;
- places such student in reasonable fear of harm to himself or herself, or of damage to his or her property.
- creates a hostile environment at school for such student’
- infringes on the rights of such students at school; or
- substantially disrupts the education process or the orderly operation of a school

Bullying shall include, but not limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, “Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the CSDNB Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students make reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying’
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports made under this section.
5. Require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying;
7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

BULLYING (cont.)

9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying to invite the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
14. Require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
15. Prohibit bullying
 - a. On school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, or leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and
 - b. Outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or if (iii) substantially disrupts the education process or the orderly operation of a school.
16. Require at the beginning of each school year, each school to provide all school employees with written or electronic copy of the school district's Safe School Climate Plan, and
17. Require that all employees annually complete the training described in CT Gen. Stat. § 10-220a

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying the Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Notice of Non-Discrimination

The Consolidated School District of New Britain does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or sexual orientation in any of its programs, activities, and employment practices.

Any student who feels he/she has been denied an equal opportunity to participate in or benefit from the activities, programs or courses of study offered by the school District in violation of this policy should immediately bring his or her complaint to the attention of the Principal, Assistant Principal, or the Director of Pupil Services.

Complaints of Discrimination and/or Unlawful Harassment

The following individuals have been designated to handle inquiries and receive complaints regarding discrimination and unlawful harassment:

For students: Director of Pupil Services (Title IX Coordinator)
272 Main Street, P.O. Box 1960, New Britain, CT 06050
(860) 827-2234

For employees
and all others: Chief Human Resources Officer
272 Main Street, P.O. Box 1960, New Britain, CT 06050
(860) 827-2264

All complaints will be promptly investigated in as confidential a manner as practical and appropriate corrective action will be taken when warranted. Any employee, student, volunteer or other individual under the control of the school system who is determined after an investigation to have engaged in harassment in violation of this policy will be subject to discipline, including possible dismissal or expulsion.

This is a summary of Board Policies and Administrative Procedures 3-25A, 3-25B and 11-6. Copies of these policies and procedures are available on the District's website.

Prohibition of Unlawful Harassment

Students in the New Britain Public Schools should feel respected and safe. The policy of the Board of Education is to maintain a working and learning environment that is free from all forms of unlawful harassment based upon a student's race, color, national origin, sex, disability, religion, sexual orientation, or any other basis prohibited by law.

Unlawful harassment means unwelcome and offensive conduct that has the purpose or effect of unreasonably interfering with a student's performance and/or learning opportunities or that is sufficiently severe, pervasive, or persistent so as to create an intimidating, hostile, or offensive educational environment. All forms of harassment are prohibited whether verbal, written, visual, or physical and regardless of the medium through which it occurs. A harasser may be a student, school employee, or any other person involved in or present for school-sponsored events or programs. All members of the school community are responsible for helping to ensure that unlawful harassment is avoided.

Prohibition of Unlawful Harassment (cont.)

If any words, images or actions of others at school make a student feel uncomfortable or fearful, the student or his/her parents or guardians should report it to the Principal, Assistant Principal or the Director of Pupil Services. Any person who has observed or otherwise become aware of conduct prohibited by this policy should bring the matter to the immediate attention of the Principal, Assistant Principal, or the Director of Pupil Services.

Access to Student Records (FERPA)

Parents have specific rights under the **Federal Family Educational Rights Privacy Act (FERPA)**, regarding student's records:

- The right to request, review, and inspect educational records
- The right to request a change in educational records if it is believed these records are inaccurate or misleading
- The right to request a description of the School District's procedures for record inspection and how to request a change of records
- The right to request a description of which School District personnel have access to records and under what circumstances this access is given
- The right to know that the School District will not release personally identifiable information in educational records without parents, guardians, or student (18 years of age or older) consent except when mandated by law
- The right to know that a complaint may be filed if it is believed the School District has violated student record confidentiality

Should you require more information regarding school records, please contact your building's principal.

Protection of Pupil Rights Amendments (PPRA)

The PPRA affords parents and guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Under the PPRA, parents and guardians have these specific rights:

1. The right of parents/guardians to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students.
2. Parents/guardians are entitled to know any arrangements that have been made by the District administration to protect student privacy in the event the District or any of its schools plan to administer a survey which contains one or more of the eight (8) protected areas of information cited above.
3. The right of parents/guardians to inspect, upon request, any instructional material used as part of the educational curriculum for students, and the procedure for granting a request by a parent for such access.
4. The administration of physical examinations or screenings that the school may administer to students. Parents/guardians have the right to review any and all questions that may be asked in such examinations and screenings.
5. The collection, disclosure, or use of personal information (including items such as a student's or parent's first and last name, address, telephone number or social security number) collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose, including the District's arrangements for protecting student privacy in the event of collection, disclosure, or use.
6. The right of parents to inspect, upon request, any instrument used in the collection of personal information, as described above in paragraph 5, before the instrument is administered or distributed to a student and the District's procedure for granting a parent's request.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

20 U.S.C. SEC 1232h Regulations: 34 C.F.R. Part 98

The PPRA affords parents and guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 1. Political affiliations or beliefs of the student or student’s parents/guardians;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents/guardians;
 8. Income, other than as required by law to determine program eligibility
- Receive notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam, or screening required as a condition of attendance, administered by the school or its agents, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
- Inspect, upon request and before administration or use:
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
 3. Instructional materials used as part of the educational curriculum

These rights transfer from parents/guardians to a student who is 18 years old or an emancipated minor under State law.

For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution
- Administration of any protected information survey not funded in whole or in part by ED
- Any non-emergency, invasive physical examination or screening as described above

Please discuss any concerns you may have regarding the administration and/or distribution of surveys and the information contained with your building administrator.

Healthy Foods Policy

The school District's wellness policy promotes practices that support a learning environment conducive to healthy lifestyles. Snacks and beverages meeting the District's nutrition standards include the following: fresh fruits, vegetables, whole grain products, hard pretzels, crackers, pita chips, rice cakes, cereals, fruit and vegetable chips, fruit cookies and bars, soft pretzels, nuts, seeds, soy nuts, trail mix, jerky, fruit snacks, yogurt, cheese, frozen desserts, pudding, milk, dairy alternatives, 100% fruit juice, and water. See additional list below.

CUPCAKES, CAKES OR COOKIES FOR CELEBRATIONS ARE NO LONGER ALLOWED DURING THE SCHOOL DAY.

HEALTHY SNACKS FOR CHILDREN

Fruits and Veggies	Dairy and Meats	Breads and Grains
Canned fruit packed in light syrup or juice	Cubes of cheese	Graham crackers
Any fresh fruit, cut in small slices	String cheese	Toast with peanut butter or cinnamon
Apple Sauce	Yogurt	Peanut butter and banana sandwich
Raw vegetables cut into strips. Can add a cottage cheese or yogurt dip	Cottage cheese with veggies or fruit	Wraps filled with veggies, meat or peanut butter, cut into bite-size pieces
Celery filled with cheese or peanut butter	Pudding	Crackers with cheese or peanut butter
Bananas or apple slices rolled in peanut butter	Meat and sliced cheese, rolled and sliced across	Muffins made with carrots, zucchini, pumpkin, bananas
Dried fruit. Not "fun fruits" or fruit leather	Yogurt parfait; yogurt, fruit, cereal topping	Rice cakes with peanut butter
100% fruit juice (not fruit drinks)	Cubes of meat	Animal crackers
Salad	Egg salad	Granola bars (not chocolate covered)
Gelatin	Hard-boiled egg	Bagels with cream cheese
Vegetable soup	Custard, flan	Dry cereal

CUPCAKES, CAKES OR COOKIES FOR CELEBRATIONS ARE NO LONGER ALLOWED DURING THE SCHOOL DAY.

CHOKING DANGERS FOR YOUNG CHILDREN: Whole grapes, whole cherry tomatoes, hard vegetables in slices, hot dogs (sliced or whole), nuts, and hard candies may pose as a choking hazard. Please make sure that all items are cut into sections small enough for your child to eat safely.

Academics

The CSDNB's Vision and Mission statements are clear; our role is to provide an excellent academic program to ensure your child is college and/or workforce ready. Research has proven that a strong parental/school partnership increases the likelihood of student success. We know we can count on you to provide the needed support at home regarding academic, behavior, and nutritional compliancy.

Core Curriculum

Curriculum guides and links can be accessed on our District website

<http://www.csdnb.org/curriculum/#home>

Elementary Schools

Students in our PK -5 classrooms are engaged in a rigorous learning as follows:

- ✓ English Language Arts: ELA includes Reading, Writing, Speaking and Listening and Language. Our curriculum is framed by the Common Core State Standards. ELA instruction is at least 2.5 hours per day.
- ✓ Mathematics: Our math curriculum is also framed by the Common Core State Standards including math practices and fluencies. Students spend 1.5 hours per day learning math.
- ✓ Science and Social Studies: Science and Social Studies content is framed by the Ct State Standards. Students spend 45 minutes per day learning these content areas.
- ✓ Art: Students have art once per week for 1 hour
- ✓ Music: Students have music twice per week for 30 minutes. Students in grades 4 and 5 have the opportunity to learn an instrument.
- ✓ Physical Education and Health: Students have PE (including health) twice per week for 30 minutes.
- ✓ Media and Technology: The library media program in the elementary school focuses on building information literacy and technology skills.

Middle Schools

- ✓ English Language Arts: ELA includes Reading, Writing, Speaking and Listening and Language. Our curriculum is framed by the Common Core State Standards. Students have ELA two periods per day.
- ✓ Mathematics: Our math curriculum is also framed by the Common Core State Standards including math practices and fluencies.
- ✓ Science: The Science Curriculum is framed by the CT State Science Standards. Students have one period of science per day.
- ✓ Social Studies: The Social Studies Curriculum is framed by the CT State Science Standards. Students have one period of social studies per day.
- ✓ Art and Music: Students elect to enroll in Art, Band, Chorus, or Musical Keyboarding
- ✓ Physical Education and Health: Students have PE (including health) one period each day.
- ✓ Technology Education: All students will have one period of technology per day

English Language Development

English Language Development (ELD) is a systemic instructional model designed to develop the English language proficiency of English Language Learners (ELLs). ELD instruction emphasizes the development of all four language domains: reading, writing, listening and speaking. ELD is a refined version of what has typically been referred to in the district as Bilingual or ESL. ELD can be best understood as an extended amount of time during the day where ELLs are taught structural aspects of language that are foundational for reading comprehension and academic writing in English. Much like immersion language programs in other countries, this program seeks to substantially accelerate the rate of English learning for students in order to prepare them for the state mandated LAS Links Assessment and increase their ability to access to academic content. Essentially, these students lack the English language and grammar skills to meaningfully participate in most areas of their grade-level core content. ELD is designed to be an intensive program that lasts three years or less. ELD services are provided to students who have been identified as second language learners in all schools and grade levels.

Assessments

The purpose of assessments is to determine how students are progressing toward their academic grade level specific standards. Teachers are assessing every day by asking questions, observing, and administering quizzes, tests, written assignments, etc. Teachers design their lessons based on how students are progressing.

NWEA: Three times a year (Fall, Winter and Spring) students in grades K-10 will be taking reading, math, and language tests on the computer. Results of these assessments will be shared with parents at parent conferences.

Math Fluencies: Grades K-8 have fluency assessments. The results of these are shared on progress reports.

State Tests: In 2014-15, we will begin using the new Smarter Balanced Assessments (SBAC). CMT and CAPT have traditionally been the State tests for many years. This year, the State of Connecticut Department of Education has asked the US Department of Education for permission to allow districts to decide if they want to give the CMT or SBAC. More information will be provided to parents as we proceed.

Curriculum Based Assessments: Each unit of study in our curriculum has common assessments for teachers to use to evaluate student progress. These will be entered into PowerSchool.

End of Course Exams: Courses awarding high school credit have common exams.

Homework

Daily reading, outside of the assigned homework time outline below, is required for all CSDNB Students, at all levels. It is expected that kindergarten through grade two students read (or be read to) a minimum of 20 minutes per day, seven days per week. Students in Grades 3-12 are expected to read a minimum of 30 minutes per day, seven days per week.

Homework assignments may vary from school to school and classroom to classroom. Homework is primarily to review, practice, apply and extend strategies and skills learned in class and provide opportunity for students to develop independence and responsibility.

✓ Kindergarten

Students will have occasional assignments as appropriate to units of study (e.g., bringing in pictures or other items from home to share). Students in kindergarten should:

- Practice correct letter formation, practice writing their first and last name
- Practice commonly used words (high frequency words)
- Practice counting objects with one to one correspondence up to twenty
- Select library books at school to share/read at home
- Practice giving verbal messages to family members
- Practice tying shoes, buttoning and zipping

✓ Grades 1, 2, 3

Homework assignments should take between 15 minutes to 30 minutes to complete

Homework is primarily to review and reinforce strategies and skills learned in class.

Homework assignments at these grade levels will primarily include opportunities to read, practice math facts/skills, and (depending upon grade level) occasional longer-term assignments related to writing, science/health, and social studies curriculum units of study.

✓ Grades 4 and 5

Homework assignments should take between 20 minutes to 40 minutes to complete

Homework will include opportunities to read, practice math facts/skills, and with a balance of short and longer term assignments related to other learning goals (e.g., writing, research). Homework assignments will generally include:

- Daily independent reading
- Practice of math facts and math strategies/skills
- Work on curriculum-related writing or projects

✓ Grades 6-8

Homework will be assigned by each subject teacher

Instrumental Music:

Students who play an instrument are expected to practice a minimum of 15-30 minutes daily.

Make Up Homework:

For excused and unexcused absences, (short term ranging from 1- 3 days), students are expected to make up missed assignments. These assignments should be obtained from the classroom/subject area teacher. It is the student's responsibility to request and complete all missed work upon return from any absence. It is the responsibility of the student to learn the material and the responsibility of the teacher to make the assignments available to the student. Books may be picked up in the office or sent home with a neighbor or sibling. For longer excused absences, parents/guardians are advised to call the office. The assignments and materials will be made available within 24 hours.

Credit may be lost for work missed during a truancy. Students returning from an excused absence will have an amount of time equivalent to the number of days absent to complete the assignment for full credit.

Public Conduct on School Property

No person shall engage in conduct that may cause interference with or disruption of an educational institution. At any time if this occurs, administration may order a person to leave the premises and local law enforcement can be called if deemed necessary.

Support Services

CSDNB provides a continuum of services for students who are struggling academically, socially, or behaviorally. When students are experiencing difficulty with academics or behavior, every effort is made to provide support to help the child succeed within the regular classroom setting through our Response to Intervention (RTI) Process. We have a school social worker and school psychologist whose services are also available to support students and families. The district also refers families to the counseling services of various community agencies.

Our RTI Model involves providing scientific, research-based instruction and intervention matched to student needs. Rather than limiting supports for those students classified under a particular label or program, supports are provided to all students, based on individual needs not labels.

The basic principles underlying RTI hold considerable promise for helping our schools to improve education for all students. These basic principles have been embraced by the Connecticut State Department of Education (CSDE) for a number of years, as well as supported by state legislation and policy.

Key Elements of Response to Intervention (RTI)

- Core general education curriculums that are comprehensive in addressing a range of important competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development.
- A school wide and District-Wide comprehensive system of social-emotional learning and behavioral supports.
- Strategies at each school for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional, and intellectual safety.
- Differentiation of instruction for all learners, by all core teachers and interventionists, be they above and below, or at grade level expectations.

- Common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
- Early intervention for students experiencing academic and/or behavioral difficulties to prevent the development of more serious educational issues later on.
- Educational decision-making driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (intervention data teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions.
- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers.
- A systemic approach to core educational practices in which teachers within a grade use the same sets of common assessments for all students, address the same curricular competencies, and share the same behavioral expectations

Special Education and Related Services

If RTI progress monitoring shows that a child is not responding to the regular classroom setting, a higher level of support may be required for an improved response. Sometimes students require additional services and/or testing through our Special Education Department. Parents are involved throughout the entire process of referral, evaluation, program planning, and review in accordance with Special Education procedures.

What is special education?

Special education is provided to a child with an identified disability who needs specially designed instruction to meet his/her unique needs and to enable the child to access the general curriculum of the school district. A child who is eligible for special education services is entitled by federal law to receive a free appropriate public education (FAPE). FAPE ensures that all students with disabilities receive an appropriate public education at no cost to the family. FAPE differs from student to student because each has unique needs. As a parent of a child who has or who may have a disability that requires specially designed instruction, you will work with a team of educators and, as appropriate, specialists to determine the needs of your child and to design an appropriate program to address your child's educational needs.

What are related services?

Related services are those services that are required in order for a child to benefit from special education. Related services may include, but not be limited to: psychological and counseling services, speech and language services, audiological services, guidance, social work, transportation, physical and occupational therapy, and medical services that are required for diagnostic or evaluation purposes.

How am I notified of my child's rights?

It is state law that you must be given a copy of *Steps to Protect a Child's Right to Special Education: Procedural Safeguards in Special Education* one time each year. Additionally, a copy must be given to you when:

- your child is referred for an initial evaluation or you request an evaluation;
- you may file a complaint or request a due process hearing
- you may request a copy

Who is eligible for special education and related services?

To be eligible for special education and related services:

- Your child must be between 3 and 21 years old;

- Your child must have one or more of the following disabilities, determined by the federal Individuals with Disabilities Education Improvement Act (IDEA 2004):
 - Autism
 - Deaf-blindness
 - Deafness
 - Developmental delay (for 3- to 5-year-olds, inclusive)
 - Emotional disturbance
 - Hearing impairment
 - Intellectual disability (mental retardation)
 - Multiple disabilities
 - Orthopedic impairment
 - Physical impairment
 - Specific learning disability
 - Speech or language impairment
 - Traumatic brain injury
 - Visual impairment including blindness
 - Other health impairment (limited strength, vitality or alertness due to chronic or acute health problems such as lead poisoning, asthma, attention deficit disorder, diabetes, a heart condition, hemophilia, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome)

The disability must adversely affect your child's educational performance, and as a result, require your child to have a specially designed instructional program to address his or her unique educational needs.

Gifted/Talented

In Connecticut, a school district is also required to provide identification, referral, and evaluation services for a child who may be gifted and/or talented. A district is not required, but has the option of, providing services to a child who has been identified as being gifted and/or talented.

Elementary: In collaboration with the school team, 2 district-wide elementary teachers provide services for students identified as gifted and/or talented.

Middle School: HALS Academy is designed to meet the needs of the students identified as gifted and/or talented. A gifted-resource teacher works with the students and staff at HALS.

Home-School Communication

PowerSchool Parent Portal and Parent Communication with Teachers is located at:

http://www.csdnb.org/#ps_parents

Parents have access to their child's academic progress through PowerSchool. New Britain Public School's PowerSchool Parent Portal is available for students in grades PK-12 and their parents and guardians. It is a confidential, web-based application that allows students and parents/guardians to view current and historical grades as well as class assignments and attendance. The purpose of this tool is to improve communication between students, teachers, and parents.

It is expected that all parents/guardians regularly log on (minimum of once per week) in order to stay informed of their child(ren)'s progress through PowerSchool. This software is in place to further communicate to all students that our home – school partnership is strong.

Teachers will use PowerSchool as their grade book and will enter all assignments in a timely fashion.

To access the Parent Portal, parents/guardians will need to create a registered account. Account information is included on school report cards and progress reports. Further information about accounts and access can be found on our website.

Progress Reports and Report Cards

(please see school calendar on our website for actual dates)

October	Quarter 1 Progress Report
November	Quarter 1 Report Card
February	Quarter 2 Report Card
March	Quarter 3 Progress Report
April	Quarter 3 Report Cards
May	Quarter 4 Progress Reports
June	Quarter 4 Report Cards

Parent-Teacher Conferences

Parent conferences are scheduled with parents/guardians in November and March to discuss your child(ren)'s progress. Report Cards are handed out at conferences. It is the expectation that parents/guardians attend both conferences. If a face to face conference is not possible because of outside commitments, it is expected that a phone conference is conducted so that you are aware of your child(ren)'s strengths and areas to focus on. Your continued involvement to your child(ren)'s academic progress (Grades K – 12) will allow them the supports needed to be successful.

2015-2016 CALENDAR DATES - PAGE 2

2015-2016 Calendar Dates for Elementary Schools	2015-2016 Calendar Dates for Middle Schools	2015-2016 Calendar Dates for High School
Aug. 31-Sept. 11 Kindergarten (ADK), Half Days	Oct. 5 Progress Reports Distributed	Sept. 24 Parent Conferences - 6:30-8:30 p.m.
Nov. 3 <u>End of Quarter 1</u> <i>Report Cards Distributed at:</i>	Nov. 3 <u>End of Quarter 1</u> <i>Report Cards Distributed at:</i>	Oct. 6 Progress Reports Mailed Home
Nov. 16,17,18 Parent Conferences - Half Days	Nov. 16,17,19 Parent Conferences - Half Days	Oct. 15 Parent Conferences - 6:30-8:30 p.m.
Nov. 19 Parent Conferences - Evening	Nov. 18 Parent Conferences - Evening	Nov. 4 <u>End of Quarter 1</u>
Jan. 27 <u>End of Quarter 2</u>	Jan. 27 <u>End of Quarter 2</u>	Nov. 13 Report Cards Mailed Home
Feb. 5 Report Cards Distributed	Feb. 5 Report Cards Distributed	Dec. 9 Progress Reports Mailed Home
Mar. 24 <u>End of Quarter 3</u>	Mar. 4 Progress Reports Distributed	Jan. 20 <u>End of Quarter 2</u>
<i>Report Cards Distributed at:</i>	Mar. 24 <u>End of Quarter 3</u>	Jan. 21-26 Semester Exams (Tentative)
April 4 Parent Conferences - Half Day	<i>Report Cards Distributed at:</i>	Jan. 27 Second Semester Begins
April 5 Parent Conferences - Half Day	April 4 Parent Conferences - Half Day	Feb. 8 Report Cards Mailed Home
April 6 Parent Conferences - Half Day	April 5 Parent Conferences - Half Day	Mar. 1 Progress Reports Mailed Home
April 7 Parent Conferences - Evening	April 6 Parent Conferences - Half Day	Mar. 10 Parent Conferences - 6:30-8:30 p.m.
June 6 <u>End of Quarter 4</u>	April 7 Parent Conferences - Evening	Apr. 1 <u>End of Quarter 3</u>
June 9 Preschool - Last Day	May 13 Progress Reports Distributed	Apr. 12 Report Cards Mailed Home
June 9,10,13 Preschool Parent Conferences	June 6 <u>End of Quarter 4</u>	May 10 Progress Reports Mailed Home
June 13 Report Cards Distributed	June 13 Report Cards Distributed	May 25 CAPSTONE Presentations - Early Dismissal
June 13 Final Report Cards Issued on Last Day of School, Half Day	June 13 Final Report Cards Issued on Last Day of School, Half Day	June 6 <u>End of Quarter 4</u>
		June 7-10 Final Exams (Tentative) (Make-up Day - June 13)
		June 13 Last Day of School, Half Day
		June 13 Graduation (Tentative)

Half Days/Early Dismissal = (Elementary - 1:20 p.m. / DiLoreto - 12:35 p.m. / Middle - 12:35 p.m. / High & HALS - 12:00 p.m.)

#4-7/30/15em

Ongoing Communication

Parents/Guardians are encouraged to monitor PowerSchool via the Parent Portal. Email and phone communication is expected for a strong home school connection to be developed. Your child(ren)'s success depends on a partnership between parents/guardians and teachers.

Parent and Student Surveys

Your ongoing feedback about your child's daily academic experiences is expected so that we can make the necessary changes to ensure your child is receiving the high quality education they deserve.

Parent surveys will be conducted two times per year. We need 100% participation from all families. The online surveys will be available at each school during Parent Teacher report card conferences in November and March.

Grade Placement- Promotion and Retention

The Consolidated School District of New Britain believes that all students can achieve a high standard of academic excellence. The determination of promoting or retaining students is founded in the belief that retention of a student will provide one of the necessary interventions in order to assist that student in achieving academic excellence.

Elementary and Middle School Level Conditions for Retention

Any student who meets any or all of the conditions listed below will be a candidate for retention.

1. Any student who performs below the substantially deficient level on the NWEA Benchmark Assessment Test in Math and/or Reading will be considered for grade level retention, (the NWEA Benchmark Assessment/Test will be given to all K-8 students in September, January and May of each school year)
2. Any student who has been absent 20 or more school days by May 1 of each school year will be considered for grade level retention
3. Any student who has not shown proficiency or a passing grade (above a 59%) in the core subjects will be considered for grade level retention
4. Any student who does not demonstrate a mastery of grade level standards and is recommended by the classroom teacher(s) for retention consideration

Can my child be retained more than once?

K-5: No student shall be retained more than **ONCE** during their kindergarten through fifth grade (Elementary) school years.

6-8: No student shall be retained more than **ONCE** during their sixth through eighth grade (Middle) school years.

Timeline of Steps Taken for Consideration of Grade Level Retention

September – June

A student who scores in the substantially deficient range on the NWEA Assessments (in September, January and May) will receive appropriate instructional interventions provided by either the classroom teacher(s) or interventionist(s). Along with increased instructional time provided by the classroom teacher or interventionist, ongoing progress monitoring (mini-assessments) will be given to measure the effectiveness of the interventions provided. The instructional interventions will be discussed by a team of interventionists and recorded throughout the year.

February

In February, following the winter NWEA Benchmark assessment, the classroom teacher will submit the names of the students who scored below substantially deficient and will be considered for Grade Level Retention to the Building Principal.

April

Parents/guardians will be notified by letter of the possibility of retention no later than the April Parent conferences. For this reason it is very important for parents/guardians to attend all Report Card Conferences throughout the year. In the event the parent cannot make the Report Card Conference, the letter will be mailed to the parent's/guardian's home.

May

The School-Wide Retention Committee meets to discuss all students being considered for retention. Student retention recommendations will be submitted to the Building Administrator by May 31st.

June

The Building Administrator will make the final decision regarding promotion or retention and will send a letter to parents/guardians informing them of the grade level retention for their child prior to the close of the 4th Quarter Report Card.

Next Steps – Following grade level retention

Any student recommended for retention will have a remedial plan identifying specific intervention strategies and plans for instruction that would lead to improved success to be implemented during the following school year. The individualized plan will be developed and monitored by the Intervention team throughout the student's academic year.

For Middle School (Grades 6-8) students only: The Intervention Team will give consideration/recommendation to accelerate grade placement during a student's second quarter of the retention year if student has accelerated growth commensurate to the grade level being promoted to.

National Honor Society/National Junior Honor Society

The National Honor Society is the leading organization for students in Grades 6-12 that promotes appropriate recognition for students who reflect outstanding accomplishments in the areas of scholarship, character, leadership, citizenship and service.

National Honor society membership is often regarded as a valid indicator that the student will succeed in life and, particularly, in studies at the post-secondary educational level. The Honor Society member has already exhibited academic achievement, citizenship, leadership and honorable and admirable character, as well as service in demonstrating that he/she is willing to use their talents and skills for the improvement of society.

In order to be considered for the National Honor Society, students must meet the appropriate criteria for admission. Please contact your student's guidance counselor if you have questions or would like to know what the criteria are.

Textbook Care

Students and parents/guardians should be aware that the textbooks which they use and bring home for school work belong to the School District and are only on loan to the student for the school year. It is the student's responsibility to protect and safeguard these books, so that others may use them the next year. Book bags, backpacks, and book covers are useful to insure that books do not get wet, torn, or dilapidated. Students may not write in a textbook, or otherwise deface it. If a student intentionally ruins a textbook, parents/guardians may be asked to pay for it.

Field Trips

Students may leave the building to go on administration approved educational trips. Well before a scheduled field trip, teachers will send permission slips home with the students along with all relevant information about the trip. If you have time available in your schedule, you might wish to volunteer as a chaperone for the field trip. Please contact your child's teacher and let them know if you are interested in volunteering as a chaperone or if you have questions regarding the trip.

No student will be allowed to take a field trip without a signed permission slip returned to the school by the deadline.

Consolidated School district of New Britain

CSDNB Core Values & Responsibilities

Students, parents/guardians, and school employees are expected to read the Core Values and Responsibilities document and become familiar with its content. Related Board Policies may be found on the Consolidated School District of New Britain's website at <http://csdnb.org>

CSDNB VISION & MISSION

The mission of the Consolidated School District of New Britain is to provide a rigorous and relevant, high-quality, research-based, data-driven education that meets the intellectual, physical, moral and social and emotional developmental needs of every child.

The vision of the Consolidated School District of New Britain is to promote and sustain a culture and a safe and secure learning environment that builds capacity in administrators, faculty, and parents to improve academic achievement, equipping all students with the necessary aspirations, skills, and knowledge to successfully complete college, be lifelong learners, and be productive citizens.

INTRODUCTION

The primary objective of the Consolidated School District of New Britain is to enhance each student's potential for learning and to foster positive interpersonal relationships. The Consolidated School District of New Britain (CSDNB) supports the concept that students who possess personal, academic, civic and occupational competencies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. This document helps students understand how to take control of their own learning and to positively affect outcomes by employing appropriate personal choices and skills.

The CSDNB Core Values and Responsibilities are the practices that create an optimal learning environment for a safe and supportive community. The "reculturing" of the school to a positive school supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

The CSDNB Core Values and Responsibilities outline the core values and behaviors that are necessary for success in school and life, the rights and responsibilities of students, and a comprehensive tiered system of supports, services and procedures to support social emotional learning. The District promotes the following beliefs:

- All students are valuable and can make worthy contributions to society.
- All students are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance that empowers individuals and strengthens society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.

GUIDING CORE VALUES & SOCIAL EMOTIONAL LEARNING

The CSDNB is committed to helping all students develop the social/emotional competencies that will allow them to be successful in school and in life. Response to Intervention for Behavior (RtIB) is part of a Tiered System of Supports. RtIB is a school-wide model that utilizes an evidenced-based, problem solving and learning approach to improve the educational outcome for all. Students. RtIB provides a continuum of tiered interventions with increasing levels of intensity and duration that aim to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior.

Citizenship	<p>Fostering a society based upon democratic values including rules of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities and democratic decision-making.</p> <ul style="list-style-type: none">• Following classroom and school rules• Being cooperative; working together toward goals by being a member of a team.• Being fair; treating people with respect.
Integrity	<p>Dealing truthfully with people, including being sincere and honest; not stealing from others; not deceiving others; not cheating or lying.</p> <ul style="list-style-type: none">• Doing your own work when taking a test or working on an individual assignment.• Learning and internalizing a moral code and helping others internalize and act in.• Pursuing excellence; putting forth your best effort at all times.
Respect	<p>Living respectfully includes three major perspectives: respecting oneself, respecting other people, and respecting all forms of life and the environment.</p> <ul style="list-style-type: none">• Showing regard for the worth and dignity of someone or something.• Being courteous and polite.• Judging all people on their merits.• Being kind; acting with sympathy, helpfulness, compassion, benevolence, gentleness toward all people and living things.
Responsibility	<p>Responsibility emphasizes our positive obligations to care for each other</p> <ul style="list-style-type: none">• Thinking before you act and being accountable for your actions.• Paying attention to others and responding to their needs.• Being safe; making smart choices.• Creating a safe environment for all.

Parents/Guardians Responsibilities

ALL PARENTS ARE RESPONSIBLE FOR:

1. Sending their child/ren to school ready to learn.
2. Ensuring that their child/ren attends school regularly and arrives on time.
3. Being aware of their child's work, progress, and problems by reading school notices, talking to their child/ren about school, reviewing their child's/ren's work.
4. Weekly checks on the Power School Parent Portal for educational progress.
5. Maintaining verbal and/or written contact with their child's/ren's teachers and principal about the progress of their child's/ren's education.
6. Adhering to all school policies and applicable regulations that pertain to their children's education.
7. Responding in a timely manner to communications from their child's school.
8. Attending all meetings and conferences requested by the school that pertain to their child.
9. Entering the School building in a respectful manner, refraining from disruptive behavior and treating all members of the school community with courtesy and respect.
10. Ensuring that the school is updated with accurate contact information (e.g., home address, telephone number).

PARENTS SHOULD ALSO:

1. Provide a supportive home setting where education is a priority.
2. Reinforce the importance of acquiring the knowledge, skills and values needed to function effectively in society.
3. Make sure that children arrive to school every day on time, in uniform, and remains for the entire day.
4. Volunteer time, skills or resources in the school.
5. Take part in school and community programs that empower parents to participate in education decision-making.
6. Become active members of the school's Parent Association or Parent-Teacher association.
7. Question their child about school work, attendance, and behavior and discuss what is expected by the school.
8. Maintain positive communication through school agendas, phone calls, and emails with the teacher as needed.
9. Attend parent/teacher conferences as scheduled.
10. Teach their child to respect the property, safety, and rights of others and the importance of refraining from intimidating, harassing or discriminatory behavior. Reinforce school, classroom and transportation rules.

STUDENT RESPONSIBILITIES

Model Students Exhibit Core Behaviors that represent CSDNB's four core values of citizenship, respect, integrity and responsibility. These behaviors create a safe learning environment and reduce disruption of the educational process.

Model Student...	Tier 1 Universal Strategies
<ul style="list-style-type: none">• Understand and follow school rules• Attend school regularly• Respectfully request permission to leave class when needed• Attend all classes• Are prepared for class each day• Use items that are suitable for an educational setting• Adhere to the school dress code• Use approved electronic devices responsibly• Follow class and school rules at all times, including while waiting for and riding the school bus• Use conflict management skills to resolve problems peacefully• Use respectful and appropriate language• Show concern for others• Conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates	<ul style="list-style-type: none">• Praise for good behavior and work• Note home to parents• Phone call to parents• Extra music and reading time• Time for music and dancing• Music while doing school work• Eating with the teacher• Selecting prizes from a treasure box• Pencil toppers• Stickers• Outdoor reading• Gift certificate to local merchants• Free pass to sporting event or play• Recognition from a local newspaper, media or politician• Photo recognition bulletin board• Sports equipment• Recognition during morning announcements• Recognition in school newspaper• Selection as model student of the month.

*This list provides examples of Universal Strategies that may be used for Tier 1 (CORE) social emotional strategies.

TIER 1 UNIVERSAL PROGRAMMING

Well-Managed Classroom, our universal core program, includes positive behavioral supports and explicit instruction in sixteen key social skills.

TIER 1 MENU of SOCIAL EMOTIONAL LEARNING STRATEGIES

Positive Behavior Supports

Positive behavior management in the classroom is the central component to student success. Prevention strategies through classroom management typically focus on developing appropriate student behaviors, accelerating classroom learning, and decreasing inappropriate behaviors. Features of positive classroom management include:

- Clearly communicated expectations for student behavior.
- Ongoing positive redirection: teachers praise students for what they are doing correctly.
- Fair and consistent treatment of students.

Preventing Challenging Behavior: Effective Practices

The single best way to address challenging behaviors in students is to take steps to make sure that they never occur. While there is no universal strategy for preventing challenging behaviors, there are several broad-based early intervention strategies that researchers suggest to prevent challenging behaviors. These strategies include:

Arrangement of the classroom environment
Planning and delivery of instruction
Implementing consistent rules and routines

Effective Classroom Environments

- Effective classrooms begin with a
 - Well-organized and engaging environment
 - Arranging the classroom to ensure visual monitoring of students
 - Arranging learning/instruction to support appropriate behaviors
 - Arranging materials in the classroom to promote engagement, mastery, and independence
 - Attending to details, such as the lighting, temperature, and noise levels, to reduce the probability of children engaging in problem behaviors due to sensitivity to these environmental factors
- Positive interpersonal climate
 - “Catching students being good”

Scheduling

Students need structure, consistency, and predictability

- Schedules are visible
- Choices are embedded within the schedule
 - Children have an opportunity to decide between choices of activities

Following Instructions 1. Look at the person. 2. Say “Okay”. 3. Do what you’ve been asked right away. 4. Check Back.	Making an Apology 1. Look at the person. 2. Use a serious, sincere voice. 3. Say ‘I’m Sorry for....’ Or ‘I want to apologize for.’ 4. Explain how you plan to do better in the future. 5. Say ‘Thanks for listening’.	Staying on Task 1. Look at your task or assignment. 2. Think about the steps needed to complete the task. 3. Focus all of your attention on the task. 4. Stop working only when instructed. 5. Ignore distractions and interruptions from others.
Accepting Criticism or a Consequence 1. Look at the person. 2. Say ‘Okay’. 3. Stay calm.	Accepting Complements 1. Look at the person. 2. Use a pleasant voice. 3. Say ‘Thank You’.	Sharing Something 1. Let the other person use the item first. 2. Ask if you can use it later. 3. When you get to use it, offer it back to the other person after you have used it.
Accepting ‘No’ for an Answer 1. Look at the person. 2. Say ‘Okay’. 3. Stay calm. 4. If you disagree, ask later.	Having a Conversation 1. Look at the person 2. Use a pleasant voice. 3. Listen to what the other person says. 4. When there is a break in the conversation, ask a question or share your thoughts.	Working with Others Identify the task to be completed. 1. Assign tasks to each person. 2. Discuss ideas in a calm quiet voice and let everyone share their ideas. 3. Work on tasks until completed.
Greeting Others 1. Look at the person 2. Use a pleasant voice. 3. Say ‘Hi’ or “Hello’	Asking for Help 1. Look at the person. 2. Ask the person if they have time to help you. 3. Clearly explain the kind of help that you need. 4. Thank the person for helping.	Appropriate Voice Tone 1. Listen to the level of the voices around you. 2. Change your voice to match. 3. Watch and listen for visual or verbal cues and adjust your voice as needed.
Getting the Teacher’s Attention 1. Look at the teacher. 2. Raise your hand and stay calm. 3. Wait until the teacher says your name. 4. Ask your question.	Asking Permission 1. Look at the person. 2. Use a calm and pleasant voice. 3. Say ‘May I...?’ 4. Accept the answer calmly.	Disagreeing Appropriately 1. Look at the person. 2. Use a pleasant voice. 3. Tell why you feel differently. 4. Give a reason. 5. Listen to the other person.

TIER 2

If a student does not respond to Tier 1 support, then targeted early intervention of low level support is implemented. Tier 2 interventions must be monitored and recorded using the Planning for Active Learning worksheet provided by the District.

TIER 2 MENU of SOCIAL EMOTIONAL LEARNING STRATEGIES

- **Teach/Model Social Communication Skills:** Explicitly teach a student appropriate methods of communication. Students who do not possess effective social communication skills will often vent their school related frustrations in disruptive and inappropriate ways.
- **Task Analysis:** Break down difficult tasks, making them more concrete to ensure more success. The teacher can teach a student how to break down a task into more simplistic parts.
 - For example, a student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into single paragraphs or sentences.
- **Practice Communication and Social Skills:** After teaching appropriate communication and/or social skills techniques, the teacher may provide specific opportunities for the student to demonstrate such skills in the classroom. The teacher may need to establish a verbal or nonverbal prompt with the student (i.e., “Now is a good time to use your skill” or tap the student on the shoulder as a reminder).
- **Teach Coping Skills:** Teach appropriate ways to cope/deal with frustration, anger, embarrassment, etc., when students do not have a repertoire of appropriate strategies to deal with adverse situations.
 - The teacher can teach the student methods such as asking for a time out or break, relaxation/breathing exercises, taking five minutes to vent feelings privately with teacher/peer or engaging in an enjoyable activity (i.e. computer, art, etc.). Suggestions for appropriate coping skills can be written and attached to the student’s desk as a reminder.
- **Teach Positive Self Talk:** Students who do not believe they are capable in various academic and/or social situations may become increasingly unmotivated to work, withdrawn, or even disruptive in order to avoid uncomfortable scenarios.
- **Remediation in Specific Academic Areas:** Implement classroom academic interventions for remediation to reduce the need to avoid different tasks.
- **Use of Personal Interests for Motivation:** Incorporate student interests into a given task or activity. The concept is that if a student finds a task/activity enjoyable or interesting, he/she is more likely to stay engaged for a longer period of time.
- **Teach Alternative Behavior for Sensory Feedback:** A student who engages in a certain behavior for the sole purpose of sensory feedback may be able to learn an alternative (less distracting) behavior to serve the same purpose.
- **Teach Anger Management/Problem Solving Skills:** Students who experience difficulty controlling emotions and or lack sufficient problem solving skills are likely to engage in inappropriate/disruptive behavior when “pushed” to the emotional “limit” and/or frustrated. There are several existing methods to teach anger management and problem solving skills, and the school counselor and/or school psychologist are excellent resources for such methods.
- **Teach Behavioral Self-Control:** Students who are impulsive and/or lack self control on a consistent basis will likely benefit from a highly structured plan that addresses self-evaluation, self-management, self-instruction and self-reinforcement.
- **Social Stories/Comic Book Conversations:** The intervention is appropriate for students in need of understanding the social context of various social situations (i.e. standing in line or taking turns).

- **Encourage Positive Peer Connections:** Provide opportunities for student to be in contact with positive peer role models.
- **Contract for Grades:** Establish a written contract for grades with a student.
- **Daily Weekly progress Reports:** Arrange a system for documenting the student's behavioral progress on a daily/weekly basis.
- **Monitoring/Redirection:** Establish a system for monitoring a student during tasks.
- **Spend Individual Time with Student:** When a student engages in appropriate behavior, he/she can be rewarded by arranging a specific time for teacher and student to spend time together. It is necessary to be specific when designing this intervention.
- **Reward competing Behaviors:** The concept behind competing behaviors is that a student can not engage in two "competing" behaviors at the same time. Identify a competing behavior for the problem behavior.
- **Student Self-Monitoring of Progress:** Allow the student to monitor his/her own progress.
- **Acknowledge Use of Replacement Behaviors:** Reward students for engaging in established replacement behaviors.
- **Develop a Written Behavior Contract:** Use of a behavior contract with points, check offs, signatures, or some other indication for positive behavior can be a powerful self-reinforcement tool. Allow the student to take possession of the contract and track his/her own progress.

TIER 3

If a student does not respond to Tier 2 support, then intensive high level individualized supports are implemented. Tier 3 interventions must be monitored and recorded using the PowerSchool/Teacher intervention log.

TIER 3 MENU of SOCIAL EMOTIONAL LEARNING STRATEGIES

- **Choice Making:** Allow students to have some degree to control over their school activist.
- **Participation in Extracurricular Activities:** Identify and encourage students to become involved in extracurricular activities.
- **Student Follow Up:** This involves establishing a system for a "check-in" time during an assignment to ensure that the student fully understands a specific task or request.
- **Schedule Adjustments:** Adjust the daily schedule to allow breaks for the student.
- **Peer Mentor/Tutoring Opportunity:** Allow student to serve as a peer mentor/tutor. This can be effective even when the student him/herself is experiencing difficulties in a given skill area.
- **Provide Quiet Time Space:** Provide a specific time and/or space for quiet or "cool down" purposes.
- **Identify Appropriate Settings for Behavior(s):** Suggest that inappropriate behaviors can be appropriate if demonstrated in a suitable setting.
- **Chart and Review Daily Student Successes:** Create a simple chart listing the replacement behavior(s) and spaces for check-offs of compliance. The chart can be posted on the student's desk and the teacher will check-off every time the behavior(s) are demonstrated at the end of each day, teacher and student can review the chart.
- **Recognize Small Steps Approximating the Desired Behavior:** When a replacement behavior is complex or involves several steps, it may be necessary to reinforce the student for demonstrating smaller approximations or steps of the replacement behavior. Once behaviors have been broken down into steps and taught to the student, reinforce the student for each approximation of the behavior.

DISCIPLINE/SANCTION REPORTING GUIDELINES

PHILOSOPHY:

The Consolidated School District of New Britain (CSDNB) places high priority on providing each student with the opportunity to learn within a safe and stimulating environment. CSDNB schools, classrooms and offices are professional workplaces in which adults and children are expected to demonstrate respectful and appropriate behavior at all times. For this reason, the CSDNB accepts the responsibility for identifying those behaviors, which, if allowed to exist without restrictions and appropriate disciplinary action, would interfere with individual and group learning and the safe and orderly conduct of our public schools.

The CSDNB charges staff with the responsibility of enforcing the rules of conduct, establishing consistency in their enforcement and maintaining an appropriate learning and behavioral environment. Disruptive vulgar or threatening language toward staff or students will not be tolerated. The CSDNB authorizes school administrators to discipline students for inappropriate conduct and for other offenses at school sponsored activities. Anyone refusing to model appropriate and acceptable behavior may have their access to the school restricted or revoked.

DUE PROCESS

Students involved in any type of disciplinary action are entitled to certain procedural rights. The discipline process for every student begins with a preliminary investigation where early guilt or innocence of charges is determined. Dependent upon the seriousness of the offense, the student should be accorded the following basic rights by the administration:

1. Notice of the charges, the nature of the evidence supporting the charges, and the consequences if the charges are proven true.
2. Notice of a right to a hearing at which he or she may respond to the charges.
3. A fair hearing, including the right to present witnesses and evidence.
4. A fair and impartial decision.

SAFEGUARDS: PROTECTING THE RIGHTS OF STUDENTS & PARENTS/GUARDIANS

All etiquette support strategies used by school-site administrators must be in compliance with CSDNB School Board rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

When confronted with an act that may require the imposition of etiquette support by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident.

Students shall not be subjected to any etiquette support strategies for using a language other than English or because of a disability.

School administrators should communicate with parents/guardians when etiquette support strategies are used to support a student. Parents/guardians and students who disagree with certain strategies are used

SAFEGUARDS: PROTECTING THE RIGHTS OF STUDENTS & PARENTS/GUARRDIANS

to support a student. Parents/guardians and students who disagree with certain strategies and decisions made at the school level have the right to the following formal complaint procedures:

- A school-level meeting
- Appeal of school-level decisions to the central office level
- (For alternative education assignments and expulsions) a hearing before an impartial hearing officer.

Parent Signature/Acknowledgement Form

Please sign and return this page to school ASAP.

Favor de firmar y cortar la parte de abajo y devuelvalo a la escuela lo mas antes posible.

Our family has read and discussed this handbook. We will strive to do our part to help our children be successful in school. Together we will improve academic achievement and equip students with the necessary aspirations, skills, and knowledge needed for higher education, employment, and management of their personal lives.

Nuestra familia ha leído y discutido este manual. Nosotros haremos todo lo posible para ayudarles a nuestros niños para que tengan éxito en la escuela. Juntos mejoraremos los logros académicos y equiparemos a los estudiantes con las aspiraciones, habilidades y el conocimiento necesario para una educación avanzada, empleo y manejo de sus vidas personales.

I have received the Parent/Student Handbook which includes the following policies and information:

• Attendance Policy	• Homework Policy
• School Attire Policy	• CSDNB Core Values and Responsibility Document
• Student Conduct and Discipline Policy	• Sexual Harassment Policy
• Pesticides Policy	• Bullying Policy
• Parental Notice of School-Sponsored Access to the Internet	• Access to Student Records (Federal Family Educational Rights Privacy Act (FERPA))
• Protection of Pupil Rights Amendment (PPRA)	• Photographing/Videotaping Students
• Non-Discrimination and Unlawful Harassment Policy	• Home School Communication
• School Calendar (with key dates for academic performance and parent conferences)	• School and Transportation Safety
• Electronic Devices in School	

Student Name: _____

Teacher/Grade: _____

Parent Signature / Firma del Padre / Encargado

Date / Fecha

THIS DUPLICATE COPY IS INCLUDED IN THE HANDBOOK FOR YOUR REFERENCE DURING THE SCHOOL YEAR.

THIS PAGE LEFT INTENTIONALLY BLANK

Parent Signature/Acknowledgement Form

Please sign and return this page to school ASAP.

Favor de firmar y cortar la parte de abajo y devuelvalo a la escuela lo mas antes posible.

Our family has read and discussed this handbook. We will strive to do our part to help our children be successful in school. Together we will improve academic achievement and equip students with the necessary aspirations, skills, and knowledge needed for higher education, employment, and management of their personal lives.

Nuestra familia ha leído y discutido este manual. Nosotros haremos todo lo posible para ayudarles a nuestros niños para que tengan éxito en la escuela. Juntos mejoraremos los logros académicos y equiparemos a los estudiantes con las aspiraciones, habilidades y el conocimiento necesario para una educación avanzada, empleo y manejo de sus vidas personales.

I have received the Parent/Student Handbook which includes the following policies and information:

Attendance Policy	Student Conduct & Discipline Policy	CSDNB Core Values & Responsibilities
Homework Policy	Protection of Pupil Rights Amendment	Access to Student Records – Federal Family Education Rights Privacy Act
School Attire Policy	Home School Communication	Parent Notice of School-Sponsored Access to the Internet
Bullying Policy	School and Transportation Safety	Non-Discrimination and Unlawful Harassment Policy
Sexual Harassment Policy	Electronic Devices in School	School Calendar with key dates for academic performance and conferences
Pesticide Policy	Parent Responsibilities	Student Responsibilities

My child has permission to be photographed, videotaped, or interviewed for use by district sources and/or outside media for:

- | | |
|---|--|
| <input type="checkbox"/> The District Website | <input type="checkbox"/> Yearbooks |
| <input type="checkbox"/> School Newsletters | <input type="checkbox"/> Videos |
| <input type="checkbox"/> Booklets or programs | <input type="checkbox"/> Presentations |
| <input type="checkbox"/> Any other classroom, school, or District use | |

Student Name: _____

Teacher/Grade _____

Parent Signature / Firma del Padre / Encargado

Date / Fecha

PLEASE SIGN THIS PAGE AND RETURN IT TO YOUR CHILD'S TEACHER WITHIN 5 SCHOOL DAYS

Acknowledgment of Receipt and Review

Each parent/guardian of a student and each student enrolled in the Consolidated School District of New Britain Public Schools must sign and return this page to the student's school to acknowledge that he/she has accessed the online version or has obtained a copy of the CSDNB Core Values and Responsibilities.

In addition, this page serves as acknowledgment that you have reviewed the CSDNB Core Value and Responsibility document with your child. Each school will maintain records of such signed statements.

The online version of the CSDNB Core Value and Responsibility document in English, Spanish, Arabic and Polish can be located in the Parent Section by accessing www.csdnb.org

If you do not have internet access, please visit your child's school to obtain a copy.

I acknowledge receipt of the CSDNB Core Values and Responsibilities and acknowledge that I have read and discussed the CSDNB Core Values and Responsibilities with my child(ren).

(Parent's/Guardian's Signature)

(Parent's/Guardian's Name Printed)

Child(ren)'s Name(s)

(Date)

Return to the student's teacher within five (5) school days upon receiving and reviewing the CSDNB Core Values and Responsibilities document.

References

1. e-handbooks@dadeschools.net
2. www.isbe.net/larningsupports
3. www.sde.ct.gov