

Chippens C.A.R.E.S. Everywhere

2018-2019



**CHIPPENS
HILL MIDDLE
SCHOOL**

Student/Parent Handbook

551 Peacedale Street, Bristol, CT 06010 • P: 860-584-3881 • F: 860-584-4833

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*All Board of Education policies can be found on the BOE website www.bristol.k12.ct.us.

Principal's Greeting

On behalf of the faculty and staff, it is my honor to welcome you to Chippens Hill Middle School (CHMS). At CHMS, it is our hope to assist your academic and social emotional development and to continually encourage you to challenge yourself during your middle school experience. CHMS offers each student the opportunity to involve themselves with a wide variety of programs throughout the school day and many intramural and extra-curricular activities after school that is part of this development.

"Chippens C.A.R.E.S. Everywhere!" The faculty and staff "C.A.R.E." about each and every one of our students. The faculty is highly trained and skilled regarding all aspects of middle school education. We look at all of our students as unique individuals, each deserving of individual attention and understanding throughout the school year. Therefore, it is our pledge that together we will make CHMS a great place to learn and grow.

OFFICE STAFF

Administrators

Mrs. Marci Jones, Interim Principal
Mrs. Mariliz Fitzpatrick, Assistant Principal
Mrs. Ricciardone, Dean of Students

Secretaries

Mrs. Amber Loukoumis, *Head Secretary*
Mrs. Carrie Aldieri, *Secretary*
Mrs. Tina Minella, *Attendance Secretary*
Mrs. Susanne Skaradosky, *School Counseling Secretary*

Guidance Counselors

Mrs. Kristen Osowiecki	Grade 6
Mrs. Jennifer Broderick	Grade 7
Mrs. Elizabeth Netz	Grade 8

School Psychologist

Mr. Robert Metz
Dr. Brian Lussier

School Nurse

Michelle Bellemare, *Nurse*
Angie Walker, *Health Aide*

Main Office/Attendance Phone Number	860-584-3881
Guidance Office Phone Number	860-584-4837
Nurse	860-584-4843
Main Office Fax	860-584-4833
Guidance Office Fax	860-584-3390
Nurse Fax	860-584-4212

It is important to notify the office (860-584-3881) of any updated phone numbers and emergency contacts.

**Bristol Public Schools
Bristol, Connecticut**

District Parent Involvement Compact

This Parent Involvement Compact articulates the responsibilities of the school district and of parents in fostering learning environments where all Bristol students are educated to their maximum potential.

Our compact with the parents of and children in the Bristol Public Schools is to:

- hold high expectations for students and staff performance;
- provide and maintain a safe learning environment;
- advocate for the budgetary needs of the district;
- hire and retain highly qualified teachers and paraprofessionals;
- implement a clear and comprehensive curriculum;
- provide all staff with on-going professional learning opportunities;
- plan for future needs through long-range planning;
- use data to make informed decisions;
- involve parents in district-level decision making groups;
- inform parents of available programming to assist their child in becoming a more successful learner;
- promptly notify the parents of students enrolled in an elementary school or a secondary school identified for school improvement of the reason for identification.

Parent's involvement in their child's education must include:

- making education a priority for your family;
- supporting the work of the schools and district by participating in school activities, on district committees and reinforcing school learning at home;
- assuring your child's attendance in school on time, all day, every day;
- holding high performance expectations for your child;
- modeling learning for your child through reading, writing and using mathematics skills; and
- maintaining regular contact with your child's teacher(s).

Chippens Hill Middle School *PARENT/STUDENT COMPACT*

Schools can only be effective when families, students, and school staff work toward the common goal of providing the best educational environment for all. A compact is a voluntary agreement between groups which unites them in their common goal. You are asked to become involved in a learning partnership with Chippens Hill Middle School.

CHMS MISSION STATEMENT: Each member of the Chippens Hill Community shall measure his/her success by the progress of each individual, and toward realization of his/her potential as a working and effective citizen. All individuals, therefore, shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

BRISTOL BOARD OF EDUCATION MISSION STATEMENT: Teach and Learn with Passion and Purpose

STUDENT AGREEMENT: *As a student at CHMS, I acknowledge that my education is an important aspect of my life. At CHMS "Chippens C.A.R.E.S. Everywhere". All students and adults will choose to follow:*

C: Cooperation

A: Accept Differences

R: Respond Peacefully

E: Engage in Learning

S: Support Success for All

Human Rights

At Chippens Hill Middle School these rights apply to all persons – students and staff – and to the entire school day, including travel to and from school.

- The right to develop one's own personality (so long as it does not interfere with the rights of others) without disrespectful criticism or pressure from cliques.
- **Freedom from physical abuse and mental abuse such as name calling, intimidation or harassment.**
- Freedom from being set apart or mocked because of race, sex, religion, physical strength, size, features, friendship groups, age, culture, handicap, financial status, clothing, classroom performance, or any other reason.
- The right of privacy and freedom from being harassed in the classroom: the right to be treated respectfully.
- The right to have personal and school property respected. Our school community is a safe place for property as well as people.
- The right to an education, which means that teachers are free to teach and students are free to learn without disruption.

STAFF/FACULTY AGREEMENT: As a professional educator, I accept the responsibility of providing a quality education for all students. *I will:*

- Communicate and cooperate with families to encourage school success
- Develop a safe and supportive school environment
- Cultivate high expectations and standards
- Develop positive conflict resolution skills in each student
- Provide a challenging curriculum that emphasizes literacy across all subject areas

PARENT/GUARDIAN AGREEMENT: As a parent or guardian of a CHMS student, I know that the middle school years are a time when children require intense support because of their rapid development. *I will:*

- Ensure that my child attends school each day and arrives on time
- Encourage my child to complete all assignments and projects
- Communicate with the school regarding my child's progress
- Encourage my child to read at home on a regular basis
- Discuss daily school experiences with my child
- Support my child's participation in extra-curricular activities

The full text of the *Bristol Board of Education Policy Manual* can be accessed from the Board of Education website at: <http://www.bristol.k12.ct.us> Policy # 1110.1

ATTENDANCE

For each absence, parents must call the office (860-584-3881) as well as provide a written note (absence note forms can be obtained from the main office) within 10 days of each absence. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation, including a signed note. For the tenth absence and all absences thereafter, the following are considered excused absences: student illness (verified by a medical professional), religious observance, death in family or other emergency beyond control, mandated court appearances, lack of transportation that is normally provided, extraordinary educational opportunities pre-approved by school administrator, and out-of-school suspension. Separate documentation must be submitted for each incidence of absenteeism. If we do not hear from you, every effort will be made to contact you at home or at work to verify absences.

Early Dismissals

Any time a student is dismissed before 2:50 p.m. the adult picking up the student must sign them out in the office and show a photo I.D. **THE OFFICE MUST BE NOTIFIED IF SOMEONE OTHER THAN A PARENT/GUARDIAN WILL BE PICKING UP THE STUDENT FOR A DISMISSAL OR ELSE THE STUDENT CANNOT BE RELEASED.** Students should bring all dismissal notes to the office before homeroom on the day they are being dismissed. The office staff will issue the student a dismissal pass to leave the classroom at the designated time. This will eliminate interrupting the classroom.

Visitors

Any parent or visitor who comes to the school during the day **must sign-in at the main office.**

Tardy Procedure

Punctuality is a quality that is important for students to practice during their middle school years. Students should be on time daily throughout the year. We realize that once or twice there may be an occasion that may make the student late to school. After the first 3 tardies, ***the student will be referred to the School Counselor.***

Students who enter school one hour or later after the homeroom bell (8:15 a.m.), must either be escorted into school by a parent/guardian or there must be telephone contact by the parent/guardian. If this contact fails to occur, the Attendance Secretary will contact the parent/guardian and report information to School Counselor and Administrators. **Missing the bus or oversleeping is not considered an excused tardy.**

Attendance in accordance with Connecticut State Law, is the serious responsibility of the parent or guardian, and the student. (Conn. Gen. St. Sec. 10-184, 10-198a) The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies (P.A.18-182, 10-221(b), 10-198a). Policy #5112, 5113, 5113.2.

HEALTH ROOM REMINDERS

The following is a list of health room policies and forms that will be important to you and your child this year. **Please read carefully.** Our health room is set up to meet the health needs of your child at school. It is staffed by a full time nurse and health aide, and provides several services which include:

- day to day assessment if your child becomes ill, requires first aid, or emergency care.
- monitoring any medical problems that might affect your child's education, and making necessary adjustments.
- providing state-mandated health screening for vision, hearing, and scoliosis.
- overseeing state requirements for physical examinations.
- providing health education and health counseling as needed.

Blue Health Forms:

To ensure the health of children in Connecticut, the state requires periodic health exams. **A student may not enter the seventh grade unless the physical examination and immunization updates are completed. This physical must include; a Tetanus, Diphtheria, Pertussis (Td/Tdap) vaccine—at least 3 doses with 1 additional booster, Polio (TOPV or IPV) vaccine—at least 3 doses, MMR-measles, mumps, and rubella—2 doses, Hepatitis B vaccine—completion of series-3 doses, Varicella (chicken pox) 2 doses of vaccine or a written statement from your doctor confirming disease, Meningococcal vaccine—1 dose.** This physical must be done after the completion of the fifth grade but before the beginning of the seventh grade.

Your child may not enter seventh grade without this physical on file in the health room!

Emergency Information Cards

At the very start of school, your child will be given an emergency information card to be completed by you. Please be sure they are filled out completely, front and back. In the event of an emergency this information will be provided to the hospital. On the front, please list phone numbers of where you may be reached during the day, or someone we may contact

if you are not available. On the back of the card, please list any medical conditions your child has that may require special attention, including any medications they may be taking or any allergies they have.

We maintain a **medical alert list** in the health room to alert our staff at Chippens Hill to any medical conditions that may impact your child at school. Please help keep this information current by notifying us of any changes.

Medical Authorization Forms

If your child requires medication at school, you must have a medication authorization form from the doctor on file in the health room. This applies to prescription and over-the-counter medication (such as Tylenol, Motrin, etc.) All medications must be kept in the health room, except for students with asthma who may carry their inhalers with them. **Please do not send any unauthorized medication to the school.** All medication must come in the original container, be clearly marked, and given to the nurse or an administrator. No medication will be accepted without a completed medical authorization form.

Gym Excuses

If your child is unable to take gym he/she must have a note from their doctor or parent. Medical excuses must have a specific time frame e.g., 2 days, 2 weeks, one month. Medical excuses that state "until further notice" will not be accepted. If an athlete is medically excused from physical education class, the athlete will also be excused from athletic team practices or games. A medical excuse from physical education class must be followed up by a doctor's note which allows the student to return to class and the team. Excused students are still expected to change for class.

Health Screening

We will be doing routine health screenings for vision in the fall, scoliosis (back curvature) in March, and hearing in April-May. You will receive notification if there appears to be any problems. Please let us know if your child has any pre-existing conditions.

Health Counseling

Please feel free to contact the school nurse at any time if you have any health concerns about your child. The middle school years are an incredible time of growth and change for your child. We wish to offer all the support necessary.

School-Based Individual and Family Counseling, Wheeler Clinic

Bristol Public Schools has partnered with Wheeler Clinic to provide students and families counseling services at CHMS. A licensed clinical counselor can meet with your child weekly. Wheeler accepts many types of insurance, and this does not infringe upon a student's learning. For more information, reach out to your respective school counselor.

Sports Participation

All students participating in the after-school intramural program must have the Blue State of Connecticut Health Assessment Record (HAR-3 rev.4/10) completed prior to participation in the program. All sport physicals are valid for a period of 13 months from the date of the physical exam. Please ensure that your health care provider has checked the box for your child to participate fully in athletic activities and competitive sports.

If the student cannot, for economic or other reasons, obtain an examination by his/her physician, the school doctor will provide the examination upon written request to the registered nurse at the student's school. The medical history portion of the Blue State of Connecticut Health Assessment Record must be completed by the parent/guardian before the student will be seen by the school physician.

Emergency medical forms (A/B form 5141.31) must also be completed by the parent/guardian. These forms will enable the student athlete to receive medical attention for injury or illness that occurs while participating in school sponsored activities if the parent cannot be reached to give consent to emergency personnel.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website:

https://www.bristol.k12.ct.us/board_of_education/boe_policies

Policy #5141, 5141.21, 5141.3.

DRESS AND GROOMING GUIDELINES

In order to maintain a proper school atmosphere, students are expected to wear appropriate clothing to school and to all school related activities. The following clothing styles are specifically prohibited:

1. Shoes, boots or sneakers that mark the floors or have wheels;
2. "See through" style and/or mesh style shirts, blouses, midriff tops, backless tops, halter tops, or revealing tank tops;
3. Underwear worn as outerwear, including sleepwear;
4. Jackets, coats, or boots normally worn as outerwear;
5. Hats, caps, bandannas, or headgear except those worn to established religious customs;

6. Short shorts, cutoffs; Fingertips must be able to touch the bottom of the shorts. If this is not the case, sliders should be work underneath the shorts.
7. Face-coverings;
8. Sunglasses;
9. Any article of clothing (including jackets, shoes, hats, and bandannas), jewelry, or other items which is identifiable as a known symbol of gang membership or affiliation.

Students whose dress or grooming is judged by the staff to be distracting, disruptive, offensive, or dangerous to personal safety will be subject to administrative action. A parent will be called to bring a student a change of clothing.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies Policy 5132

ELECTRONIC DEVICES

1. Students may be in possession of a cellular telephone. These devices may be used before the start of school in the morning and after school in the afternoon. Cellular telephones are not to be used during the school day. In no case will any personal communication device be allowed that provides for a wireless, unfiltered connection to the Internet, transmission of text or voice, or which has the capability to take photographs of any kind. If a student has a cell phone out, or in their pocket a teacher or administrator will ask the student to put the phone away in their locker. If a pattern of violating the policy continues, the administrator or teacher can take the phone and return it at the end of the school day prior to dismissal. If this becomes a chronic behavior, the administrator will hold onto the phone in a secure location and will contact the parent to develop a plan in supporting the student.
2. Students shall not possess laser pointers or paging devices in school without the written permission of the Principal.

IMPORTANT REMINDERS:

Safety Issues: The majority of students will be bused to CHMS each day. If you are transporting your child, he/she should be dropped off at the sidewalk area along James P. Casey Road or Peacedale Street. Please select a traffic pattern that results in students not having to cross the street. Parking lots and driveways are reserved for staff and buses. Arrival time should be between 7:50 a.m. – 8:15 a.m. No one should arrive on school grounds prior to that time as supervision begins at 7:50 a.m. Students will not be let into the building until after 7:50am.

Bicycles: Students riding bicycles and skateboards need to follow all the safety rules:

1. Bikes must be walked on school grounds and to the bike rack
2. Skateboards must be walked on school grounds and left in the main office
3. Bikes must be locked at all times to the bike rack
4. State law requires that children 12 years of age and under must wear helmets

This privilege of riding a bicycle/skateboard to school can be removed at any time if the safety of any student is endangered.

Advanced Planning: One of the goals of middle school is to increase student responsibility. Please work with your child to ensure that they have all necessary items for school each day (homework, books, sports equipment, and band instruments.) This will make the student's day productive and eliminate parental trips to school.

Message to Students: If a student needs to get an **important** message before dismissal, **please call the school office by 2:00 p.m.** Your child will be given the message prior to the close of school.

Early Dismissals: Please be sure that your child has arrangements in place should there be an early dismissal due to inclement weather.

CURRICULUM FORMAT (Number in parenthesis indicates number of class periods per week class meets.)

<u>Grade 6</u>		<u>Grade 7</u>		<u>Grade 8</u>	
ACADEMIC SUBJECTS - all year		ACADEMIC SUBJECTS - all year		ACADEMIC SUBJECTS - all year	
Language Arts	(5)	Language Arts	(5)	Language Arts	(5)
Science	(5)	Science	(5)	Science	(5)
Social Studies	(5)	Geography	(5)	U.S. History	(5)
Mathematics	(5)	Mathematics	(5)	Mathematics	(5)

*Grade 7 *Bridge to Algebra* and Grade 8 *Algebra+* - Student selection for entry into these courses is from the combination of scores on the Orleans-Hanna Algebra Prognosis Test, SBA, Common Unit Assessments, previous grades in math, and teacher recommendations.

*Grade 7 and 8 Spanish-Student selection for entry into these courses is based on a combination of SBA, previous grades in Language Arts, and teacher recommendations.

Grades 6-8

ENCORE – Meets twice in a 5-day rotation all year

Students participate in all Encore classes (Physical Education, Wellness, Art, Music*, and Computers & Technology)

Minutes per class period:

Academic/Encore subjects – 48 minutes

*Band students will be scheduled for additional band lessons on a rotating schedule.

PHYSICAL EDUCATION PHILOSOPHY AND PROCEDURES

Philosophy

The development and maintenance of a comprehensive and progressive curriculum shall be the purpose of the Bristol Public Schools Physical Education Department. This curriculum is “Wellness and Lifetime Activities” based. This health, wellness and fitness umbrella shall concentrate on the needs, interests and development of the “whole child” and shall simultaneously focus on the cognitive, affective and psychomotor domains of learning while maintaining high standard consistent with a healthy lifestyle. By providing for successful experiences in a variety of activities, we endeavor to maintain and reinforce a child’s inherent love of movement and play. At the same time, it is emphasized that achieving a high level of fitness requires more time than is presently allotted in the school program.

Physical Education Guidelines

1. Each child is required to participate in scheduled physical education classes unless otherwise excused by written order from a parent or physician, in which case the child will attend class to observe the lesson. Should the child need to be excused for an extended length of time, another written order is required to resume participation.
2. **Proper Dress Required**
 - All students are required to change from school to physical education attire and back to school attire;
 - Appropriate T-shirt (shirt with sleeves) and or sweatshirt other than what is worn to school;
 - Appropriate shorts or sweatpants. Shorts may not be rolled up nor worn below the waist;
 - Sneakers (hiking boots and backless sneakers are not acceptable);
 - For safe participation, jewelry and other personal belongings are to be removed and left in the child’s locker.
3. **Student Behavior Expectations**

Students are required to meet reasonable expectations in terms of positive behavior. This includes but is not limited to:

 - Appropriate use of language;
 - Respect for oneself and others;
 - Recognition of a wide variety of abilities within the PE setting;
 - Observation of rules of safety within the PE environment;
 - Appropriate use of equipment;
 - Orderly transitions to and from the locker room;
 - Respect of other people’s property.

Failure to meet the appropriate expectations will result in an appropriate consequence.

4. Grading

Students will be assessed in a variety of ways including but not limited to:

- Preparation and Participation;
- Skill assessments;
- Written assessments (Quizzes and projects).

REPORT CARDS

The academic year is divided into three marking periods. A student's grade in each class will be based on some or all of the following: daily work, class participation, homework assignments, projects, tests, quizzes, laboratory work, notebook, overall attitude, and effort.

Grading System - Students receive numeric grades for each academic and Encore class per marking period.

Excellent	90 – 100	Below Average	65-69
Above Average	80 – 89	Failure	64 or below
Average	70 – 79	Incomplete	I

Grades are accumulated throughout the school year. A final mark is given to average the three marking periods. Report cards are to be shown to parents on the day that they are issued, signed, and returned to the homeroom teacher within three school days. **The final report card of the school year will be mailed home.**

Incomplete

The marking period's academic work has not been completed due to circumstances beyond the student's control. All incompletes must be made up two weeks after report cards are issued.

Citizenship/Conduct

In addition to letter grades for each subject, a student receives a grade for conduct from every teacher. Conduct ratings are:

- **E (95) = Exemplary:** Student meets all behavioral expectations; student positively contributes to the class.
- **S (85) = Satisfactory:** Student meets almost all behavioral expectations; student is increasing time engaged in learning.
- **N (75) = Needs Improvement:** Student sometimes meets behavioral expectations; student's behavior sometimes interferes with the success of self and others; student needs redirection by adult.
- **X (60) = Expectations not met:** Student rarely meets behavioral expectations; student behavior often interferes with the success of self and others; student needs consistent re-direction and correction by adult.

Comments

A student may also receive comments from his/her teachers.

PROGRESS REPORTS

Mid-term progress reports will be issued half way through each marking period. Progress reports may also be issued at any time during the school year if there is a noticeable change in a student's performance. At the end of the second and third marking periods, letters are sent home to parents of any student who is in danger of failing for the year.

Previous to the mid-term progress reports, any child in danger of failing should have received notice via note or phone call from the teacher regarding their child's needs.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website:

https://www.bristol.k12.ct.us/board_of_education/boe_policies Policy 6146, 6146.1, 6146.11, 5121

POWERSCHOOL PARENT ACCESS PORTAL

PowerSchool Parent is a web-based Internet application that will connect parents to real-time information about their child's attendance, grades, homework assignments, discipline and other school related items.

Parents who are interested in this option will receive a unique user id and password that can be used with any Internet accessible computers.

The Power School Parent Access Portal is a feature for parents to increase parent access to their child's academic progress. Detailed information about this option will be presented to parents and guardians at our Orientation.

HOMEWORK

Although the amounts may vary, all teachers will assign homework. The time needed to complete homework assignments will vary for each student. Some assignments are not in written form, but require study and review for mastery of the subject content and adequate preparation for tests and quizzes. Long term reports and projects should not be left until the last minute. For CHMS students, an average of 300 minutes/5 hours per week of homework is normal and expected. A daily planner is provided for students to assist in keeping track of assignments.

Students must assume responsibility for work missed due to absence from school. If a student is absent for a day or two, it is expected that the student will call a classmate for assignments. **For absences of three days or more, parents may call**

~~the school office to request homework assignments.~~ Assignments will be prepared and in the office by 3:00 p.m. the following day.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies Policy #6154

HONOR ROLL

At the close of each marking period, an honor roll is released. Core subjects are: Language Arts, Math, Social Studies, Science, and Spanish. Encore subjects are Physical Education, Wellness, Art, Band, Chorus, Grade 6 Computers and Technology, Grade 7 Computers and Robotics, Grade 8 Computers and Engineering. The following requirements are necessary to be listed on the honor roll:

High Honors: A grade of 90 or above in all core and encore subjects.
Honors: A grade of 80 or above in all core and encore subjects.

Grade weighting is available for only grade 8 Algebra+ (Plus) and grade 7 and 8 Spanish middle school classes. Grade weighting is ONLY for the purpose of honor roll. The grade on the report card is the grade earned in the class.

CO-CURRICULAR AND EXTRA-CURRICULAR ELIGIBILITY

Co-Curricular Activities are extensions of curricular courses which occur during the school day. Examples of co-curricular activities are orchestra, band, or choral performances outside of the school day when the courses take place during the school day. **Extra-Curricular Activities** are not-for-credit activities, for which there is no curriculum, and these activities take place outside of the school day. Examples include athletic teams, intramurals, clubs, and performances in plays.

Middle School Co and Extra-Curricular eligibility is determined by a student's overall performance in all core subjects and all encore subjects. Students are issued a subject and conduct grade for each subject and these grades are considered. Incomplete grades constitute a failing grade of below 65 until incomplete grades are made up.

At the start of each school year, all students attending middle school, who were promoted to the next grade, are eligible for participation in extra-curricular activities for the first trimester. Students who were retained are not eligible for participation in extra-curricular activities for the first trimester. Student eligibility will be reviewed at the conclusion of the first and second trimesters.

All extra-curricular activities occurring outside of the school day are included in these eligibility guidelines (such as sports/intramurals, cheerleading, dances, school organized clubs and/or events, etc.). Band and chorus activities occurring outside of the school day are considered co-curricular activities; students will participate in the school band and/or choral performances required when enrolled in band and/or chorus during the school day. When on academic restriction, students will not participate in band or chorus performances, such as adjudications, community concerts, etc., that are not required as part of enrollment in band or chorus.

MIDDLE SCHOOL FULL EXTRA-CURRICULAR ELIGIBILITY

In order to be eligible to participate in all aspects of an extra-curricular activity, a student must meet the following criteria:

1. **Scholarship**
 - a. At the end of the first and second trimester, the student must pass all 8 subjects with a grade of 65 or higher.
2. **Conduct**
 - a. At the end of the first and second trimester, a student must have no more than one grade of *X* in conduct.

MIDDLE SCHOOL ACADEMIC RESTRICTION FOR EXTRA-CURRICULAR ACTIVITIES

A student placed on academic restriction will not participate in extra-curricular activities; a student on academic restriction will not be able to represent the school in any type of extra-curricular competition, performance, etc. (for example, sports/intramurals, a school play, adjudications, ensembles).

A student will be placed on academic restriction for the second and/or third trimester when the following occur:

1. **Scholarship**
 - a. A student fails one or more subjects (grade of 64 or lower) in the first and/or second trimester.

OR

2. **Conduct**
 - b. A student has more than one grade of *X* in conduct.

A student on academic restriction may not remain in school after the school day ends unless the student is under teacher supervision for make-up work, extra help, or detention.

Academic restriction will be removed upon successful completion of the second and/or third trimester, defined as the student meeting the requirements for full extra-curricular eligibility.

PROMOTION

A student, who attains a **final** grade of 65 or higher in the core subjects, shall be promoted to the next grade. The core subjects are language arts, mathematics, science, social studies and Spanish (if enrolled).

Promotion Review

For students who failed a core subject, a review of each student will be completed in August by the school administration and a determination of his/her placement for the next year will be made at that time. Information about the student's summer school performance is included in this review. **The decision of the principal is final.**

Grade

The grade earned at the end of the school year in each course remains on the record. The summer school grade for each course is also recorded on the student's record.

Participation in Grade Eight Activities/End of Year

Grade eight students, who are on academic restriction, based on the most recent grade report, and/or have been involved in one or more of the disciplinary situations listed below, and/or are failing a core subject (Language Arts, Math, Science, Social Studies, Spanish (if enrolled) based on current grades, **will be subject to review by the administration and grade eight faculty.** As a result of the review, a student may lose participation in one or more of the end-of-the-year grade eight activities, such as the eighth grade trip, the eighth grade dance, the promotion ceremony and any other eighth grade end-of-the-year activities. If a student has a final grade of 64 or below in core subjects, a student cannot participate in the promotion ceremony.

Disciplinary situations:

- Five or more discipline slips/team incident slips
- One or more suspensions [this includes in-school and out-of-school suspensions]
- One or more incidents of truancy
- Excessive tardiness
- Continual problems on the bus or at the bus stop

RETENTION:

Any student who fails four core classes (Language Arts, Math, Science, Social Studies) will be retained. When a student fails one or more of the four core subjects, the following summer school requirements apply.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies Policy 5123

Summer School Requirements:

When a student receives a final grade of 64 or below:

- in language arts OR mathematics, summer school is required,
- in science OR social studies, summer school is recommended,
- in two of the four core subjects, summer school is required in these two subjects and the student must receive a passing grade in at least one of the core subjects in summer school,
- in three of the four core subjects, summer school is required in these three subjects and the student must receive a passing grade in at least two of the core subjects in summer school.

Students must meet the summer school proficiency standards, as specified in Board of Education policy #6174, which are:

- Meet the attendance policy as specified in the summer school rules and regulations.
- Participate in class and take the end of summer school assessment; this assessment is created from items on the district-wide, common assessments given during the school year in the class.
- Receive a passing grade, defined as 65 or higher, for the remedial summer school class. The summer school grade consists of 20% assessment and 80% course work. The summer school grade is not averaged with the final course grade for the full year course.
- To receive a passing grade for a summer school class taken in another district, the student must receive a passing grade, defined as 65 or higher, on the Bristol common assessments given in that class during the school year.

ATHLETICS

Any middle school student, in good academic standing, is eligible to participate in intramural/interscholastic sports. Students must maintain passing grades during the season or he/she will be ineligible to continue under guidelines provided by the Athletic Director. Athletes must also maintain good school citizenship and good classroom conduct at all times.

Intramural sports, under the direction of teacher supervisors, give students an opportunity to compete against other teams of classmates.

PHYSICAL EXAMINATIONS FOR MIDDLE SCHOOL ATHLETIC PARTICIPATION

Please be advised of the following requirements for your son/daughter's participation in the middle school athletic program: **All sixth, seventh, and eighth grade students participating in the after-school sports or intramural program must have the Blue State of Connecticut Health Assessment Record (HAR-3 rev.4/10) completed prior to participation in the program.** This form must be completed and on file before participation in any sport activity.

If the student cannot, for economic or other reasons, obtain an examination by his/her physician, the school doctor will provide the examination upon written request to the registered nurse at the student's school. The medical history portion of the Yellow Sports Physical Examination Form must be completed by the parent/guardian before the student will be seen by the school physician.

Emergency medical forms (A/B form 5141.31) must also be completed by the parent/guardian. These forms will enable the student athlete to receive medical attention for injury or illness that occurs while participating in school sponsored activities if the parent cannot be reached to give consent to emergency personnel.

LOCKERS

All lockers belong to the school and are provided as a courtesy to students for their use.

Students are responsible for the locker assigned to them. It is recommended that students have their locker locked at all times. Students are to report all locker problems to their homeroom teacher who will alert a custodian about the problem.

Periodic locker clean-outs, inspections, or searches may be held for the health, safety, and welfare of all students. Keeping the locker clean and orderly is a good habit to develop.

BOOKBAGS

Many students find it useful to carry book-bags or knapsacks. **Students are allowed to carry book-bags and knapsacks to and from school only.** This rule will assure the safety and comfort of both students and adults. Please note: since each student has locker space, students are encouraged not to carry all of their books and notebooks during the entire school day. *(Backpacks with wheels do not fit in the school lockers.)* The faculty and administration at Chippens Hill Middle School believe that organization of personal belongings is an important lesson for middle school students.

STANDARD OF CONDUCT/SCHOOL RULES

CODE OF BEHAVIOR

- All students are to act in a respectful and courteous manner to all members of the school staff, visitors, and fellow students. Conduct that in any way disturbs others or interferes with the learning process is unacceptable.
- When students' behavior requires disciplinary action, we start off by trying to help with the problem. For instance, teachers might ask a School Counselor to speak with a student and try to help them. If poor behavior continues, individual teachers will use different kinds of consequences to remedy the behavior. Example: lunch detention, after-school detention with a teacher, phone call home by teacher, parent meeting with teacher.
- If the inappropriate behavior becomes more frequent and/or very serious, teachers will send students to the office. Consequences used by the office include: informing parents, assigning lunch or after-school detentions, meeting with parents, phone calls to parents, and lastly, out-of-school suspension.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies Policy 5131

Office Referral

Office referral slips are reports written by teachers when a student acts improperly. Parents will be contacted as deemed appropriate. The purpose of this contact will be to establish appropriate student behavior.

Hallway Passes

- Whenever students are out of class they must have their planner with staff initials indicated on the current page. If students wish to visit the School Counselor's Office, Library, or School Nurse, they need to obtain a pass in advance.
- **There is a phone for student use in the main office for emergency situations only.** Only students with permission and a pass are allowed to use the office phone during the school day.

Teacher Reflection

- Students may be detained for incidents which occur within the classroom. Students will be given a 24-hour notice of their detention. Classroom detentions may be used for infractions of school rules.
- If a student refuses to attend a teacher detention after the teacher has contacted the parent, an administrator will contact the parent and an office detention (lunch or after-school) will be added to the teacher detention. Failure to report to these detentions may result a suspension from school for one day.

Lunch Reflection

- Students will be allowed to obtain their lunch from the cafeteria on the day(s) of their lunch detention. Students in lunch detention will sit quietly and remain seated until dismissed by the detention supervisor. A student may be suspended if he/she refuses to attend or is disruptive in lunch detention.

After-School Office Reflection

- Office detentions are issued by the school administrators for infractions of school rules and are held Monday, Tuesday, and Thursday. A late bus will be available on these days.
- Students who have a teacher detention scheduled on the same day as an office detention should report to the teacher detention. Failure to comply may result in a one-day suspension.
- Students are to remain absolutely quiet in detention while working on schoolwork, reading, or assigned task.
- Students will have a one-day notice of their detention unless circumstances warrant keeping the student on the same day. Parental contact will be made if it is necessary to detain a student on the same day.
- A student may be suspended if he/she refuses to attend or is disruptive in office detention.

SUSPENSIONS:

In-School Suspension:

In-school suspension (ISS) is an in-house program to which a student may be assigned for a short period of time in lieu of out-of-school suspension (OSS). An administrator may issue a student an in-school suspension for various inappropriate behaviors. The purpose of in-school suspension is to assist students by providing positive behavior modifications and counseling, which will enable students to make better choices.

Out-of-School Suspension:

Out-of-school suspension (OSS) is a very serious disciplinary action. Suspension removes the child from the academic setting. Suspension will be used for the most serious of school offenses and may vary from one to ten days. Suspensions are upheld by the Connecticut State Statute (Sec. 10-233c.) as a severe disciplinary measure.

Parents will be notified of all suspensions and may be required to pick up their child during the day. Parents may be required to meet with school administration prior to the return of their child to school. When students are suspended, they cannot be on school property or Board of Education property or attend any school functions. Breaking this rule will result in further disciplinary action. ***Snow days do not count as suspension days. In order for a student to return to school after an Out-of-School Suspension, a parent must bring them in following the first day after a suspension is up. There will be a re-entry meeting and contract signed by both the parent and student.***

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies Policy # 5114, 5131, 5144

In accordance with Board of Education policy the following behaviors may result in suspension:

1. Smoking or possession of smoking items to include lighters/matches Policy #5131.6, 6164.11
2. Continual class cutting or truancy
3. Fighting or other physical violence
4. Vandalism
5. Theft
6. Extortion
7. Disrespect for authority
8. Leaving school grounds without permission

9. Continued disrespect for school rules
10. Continued use of vulgar language
11. Cutting or disrupting office detention
12. Jeopardizing the safety or welfare of students on a school bus or at school
13. Possession of obscene, indecent, pornographic materials
14. Gambling, card playing, betting pools
15. Setting off a false fire alarm (police notified)
16. Possession or use of fireworks including smokebombs, stinkbombs, and similar devices. (Police notified if deemed appropriate)
17. Possession or use of drugs or alcohol (see expulsion) Policy #5131.6, 6164.11
18. Possession or handling of a weapon (see expulsion)
19. Threatening or continued harassment (including sexual harassment) Policy #5145.5. School officials as well as the police will be notified when serious infractions occur.
20. Possession of a dangerous instrument or dangerous items
21. Repeated cafeteria violations (disrespect toward teacher, cafeteria worker, or throwing of food or drink)

EXPULSION

The Board of Education may expel any student whose conduct on school grounds or at a school-sponsored activity endangers persons or property or is seriously disruptive of the educational process, or violates a published policy of the Board, provided that a formal hearing is held under C.G.S. 4-176e-4-180a. The Board shall expel any student found to be in possession of a dangerous weapon in school, on school transportation, on school grounds, or at a school-sponsored activity. Consideration may also be given to expelling a student whose conduct off school grounds is seriously disruptive of the educational process and is in violation of a publicized policy of the Board.

1. Grounds for expulsion if occurring on school property, school transportation vehicles, or at any school-sponsored activity shall include, but not limited to:
 - a. Willfully striking or assaulting a student or any member of the school staff.
 - b. Theft.
 - c. The use of obscene or profane language or gestures to a member of the school staff.
 - d. Deliberate refusal to obey a member of the school staff.
 - e. A walkout from or a sit-in within a classroom or school building or class.
 - f. Blackmailing, harassing, threatening or intimidating school staff or another student.
 - g. Personal possession of a firearm, as defined in 18 U.S.C. 921, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.
 - h. Unauthorized possession, distribution, selling or consumption of dangerous drugs, narcotics or alcoholic beverages (dangerous drugs or narcotics shall mean any controlled drug as defined in C.G.S. 21a-240).
 - i. Willful destruction of school property or property of staff members or other students.
 - j. Creating a disturbance in the classroom.
 - k. Any violation of school policies or rules.
2. Grounds for expulsion if occurring off of school property or outside of school activities:
 - a. Conduct leading to a Class A misdemeanor or felony arrest if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - c. Knowingly possessing a firearm or deadly weapon. A firearm as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, billy, blackjack, bludgeon or metal knuckles.
 - d. Knowingly possessing, or using a dangerous instrument, or martial arts weapon, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used is capable of causing death or serious physical injury and includes a vehicle as defined in C.G.S. 53a-3.
 - e. Offering for sale or distribution a controlled substance as defined in Section 21a-240(a) of the Connecticut General Statutes.
3. A special education student's disability shall be considered before making a decision to expel. An IEP team (PPT) Manifestation Determination meeting must be held for any suspension beyond 10 cumulative days in a school year which constitute a pattern or change of placement. The meeting shall determine whether the student's behavior or

actions are in violation of the Board of Education standards set forth in policy which govern suspension and expulsion and are the result of student's disability.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies Policy #5114

INAPPROPRIATE ITEMS FOR SCHOOL

In accordance with State Law (P.A. 95-304 Sec. 8) no student shall possess or use a remotely activated device unless the child has obtained written permission from the principal. The following items are not permitted at school: chewing gum, fidget spinners, skateboards, scooters, roller-blades, radios, walk-mans, electronic games, playing cards, dice, heelies, water-guns, or any other items which might disrupt the school atmosphere or create a safety issue. Also, please note that the school will not be responsible for toys, games, or other items brought to school by students. The above items may be confiscated if brought to school. A parent will need to pick up the item in question.

BULLYING POLICY STATEMENT

For a complete version of the BOE bullying policy please refer to <http://www.bristol.k12.ct.us/page.cfm?p=80>

Students who engage in any act of bullying while at school, at any school function, or in connection to or with any district sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

Bullying is defined as:

- a. any targeting of a student based on the student's actual or perceived "differentiating" characteristics, such as race, gender, sexual orientation, disability, religion, or physical appearance and
- b. actions taken through electronic communications or devices that otherwise qualify as bullying and are known collectively as "cyberbullying," written, oral, and electronic communications; physical acts; and gestures by a student or a group of students that are repeatedly directed against another student that
 - 1.) causes the student physical or emotional harm or damages his or her property;
 - 2.) puts the student in reasonable fear of harm or property damage;
 - 3.) creates a hostile school environment for the student;
 - 4.) infringes on the student's rights at school;
 - 5.) substantially disrupts the education process or a school's orderly operation or
 - 6.) an act that creates a hostile environment among students that is so severe or pervasive that it alters the school's climate or
 - 7.) as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year.
- c. Bullying which occurs outside of the school setting will be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school, creates a hostile school environment, infringes on the rights of the victim at school; and/or substantially disrupts the education process or orderly operation of the school.
- d. To be considered bullying, communications, physical acts and gestures must be repeated and the student against whom the activity is directed must be attending school in the same district as the students engaged in the bullying activity.

"Positive Sustained School Climate" is the foundation for learning and positive youth development and includes: Policy 5131.911

- a. Norms, values and expectations that support people feeling socially, emotionally, intellectually and physically safe;
- b. People who treat one another with dignity, and are engaged and respected;
- c. A school community that works collaboratively together to develop, live and contribute to a shared school vision;
- d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
- e. A school community that contributes to the operations of the school and the care of the physical environment.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies Policy 5131.911

RULES FOR RIDING SCHOOL BUSES

We ask parents to review the following regulations with their children at the start of the school year. Parents and students are reminded that riding the school bus is a **privilege** and that this privilege may be revoked due to improper student behavior or safety concerns. In accordance with Connecticut State Law (Sec. 10-233c) the administration may suspend transportation services for any pupil whose conduct while awaiting or receiving transportation to and from school endangers persons or property or is in violation of a publicized policy of the board of education. Students are expected to obey the bus driver and the following rules and regulations:

1. The driver is in full charge of the bus and all of the students riding therein at all times while they are being transported to and from school. He/she is required to enforce all rules and regulations adopted by school authorities for the conduct of students riding on the bus.
2. Students must take a seat when they enter the bus and remain seated at all times while the bus is in motion.
3. Indecent or profane language, smoking, inappropriate behavior, loud talking, card playing, or unnecessary conversation with the driver are prohibited.
4. Students must not throw any object in or out of the bus windows.
5. Students must not extend their arms or head out of the bus windows.
6. Students may not open bus windows without permission from the driver.
7. Students shall not block the bus aisle with any part of their bodies, schoolbooks, or musical instruments. This is a federal and state regulation. The aisle must be kept clear at all times.
8. Students shall enter and leave the bus only at the front door except in cases of emergency.
9. Students must be on time and cooperate in keeping the bus on schedule.
10. Students must not stand on the traveled portion of the highway while waiting for the bus.
11. After leaving the bus, if it is necessary to cross the road, students must cross at least ten feet in front of the bus, being careful to see that traffic is stopped. Crossing behind the bus is not allowed.
12. Parents of students who damage or deface any bus shall be held liable for such damage.
13. There is no eating or drinking on the school bus at any time.
14. Playing radios, compact discs, or tape players is not allowed on the bus.
15. Bringing articles of an injurious or objectionable nature aboard the bus is strictly prohibited.
16. **Students are not allowed to ride another student's bus at any time.**

Consequences for Violation of Bus Rules

The driver shall report students who do not observe the above rules to the school administration as soon as possible.

Consequences for violation of the above listed rules may include, but are not limited to: verbal warnings, seat change on bus, change of bus route, lunch detention, office detention, suspension from riding the bus, or suspension from school. Parents will be notified of disciplinary action by the administration and a parental meeting may be required.

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies Transportation Safety Policy 3541.5

BOARD OF EDUCATION ACCEPTABLE USE OF THE INTERNET POLICY

The school district is providing access to its computer network and the Internet for educational purposes only. All of the hardware and software that is available to provide Internet access and other computer use privileges are the property of the Bristol Public School district and the City of Bristol. Students will be required to annually submit a signed copy of the "Internet Access Conduct Agreement."

Computer use that violates the law or encourages others to do so is not permitted. Use that harms others or causes damage to property is not allowed, as is use that jeopardizes the security of student access or the computer network. Commercial transactions using school equipment and facilities are not permitted.

Access to the computer system is a privilege, and not a right. Each student is responsible for his/her use of the computer system and as such should not access material that is not appropriate for school age youngsters. Students should not reveal personal information to others using the network nor should they arrange face-to-face meetings with others using the Internet. Hacking or other illegal activities are not allowed.

The school system utilizes filtering software and other technology to prevent the accessing of material that is inappropriate for students to view. The system will monitor the online activities of students.

The full text of the system's Acceptable Use of the Internet Policy & Safety Policy #6141.32, 6141.323 is available in the principal's office, and on the Board of Education web site at <http://www.bristol.k12.ct.us>. Specific questions concerning the policy should be referred to the Office of Technology at 584-7078.

Code of Conduct for Internet and Other Computer Network Access

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of the school district.

Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point of origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information which may be injurious to a person or person's property.
8. Illegal activities are strictly prohibited.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services, products, or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you would disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.
13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other network which may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
14. Report security problems to the supervising teacher or Supervisor of Technology.
15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.

NON-DISMISCRIMINATION NOTICE

Statement of equal opportunity in employment and education (Non-Discrimination/Affirmative Action-10-220; Policy #0521, #6121.

IMPORTANT DATES TO REMEMBER 2018-2019

Mid-term Reports/Report Cards

October 12 – First Mid-term Ends

October 19 – Mid-term Reports Issued

November 28 – First Marking Period Ends

December 5 – Report Cards Issued

January 23 – Second Mid-term Ends

January 30 – Mid-term Reports Issued

March 7 – Second Marking Period Ends

March 14 – Report Cards Issued

April 18 – Third Mid-term Ends

April 30 – Mid-term Reports Issued

June – Third Marking Period Ends (to be announced-days may be adjusted due to snow days)

PARENT CONFERENCES

-Half days-

Lunches served, 12:46 p.m. dismissal

Fall – October 23, 24, 25, 26

(Snow Date – November 8)

Spring – March – 27, 28

(Snow Date – April 11)

PROFESSIONAL DEVELOPMENT DAY

-No School-

Tuesday, November 6, 2018

SCHOOL OPENING TIMES:

Regular School Day (M, T, T, F)

8:15 a.m. – 2:50 p.m.

Wednesdays

8:15 a.m. – 2:25 p.m.

Two Hour Late Opening

10:15 a.m. – 2:50 p.m.

Two Hour Late Opening- Wed.

10:15 a.m. – 2:25 p.m.

Half Day Schedule

8:15 a.m. – 12:46 p.m. (lunches served with exception of the last day of school)

Early Dismissal

8:15 a.m. – 1:00 p.m. (lunch will be served)

Please listen to WTIC AM (1080), WDRC FM (103), or your local TV stations for late openings, school announcements, and early dismissals.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

1. The right to inspect and review the student's education records within 45 days after the day the student's school receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

Further details are available at:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html> Policy #5125

HOMELESS STATE LEGISLATION

Homeless students and children in foster care (choice of school, transportation and educational services, contact info.) ESSA requires a description of services the district will provide to support the enrollment, attendance, and success of homeless and foster children and youth. The district must disseminate public notice of McKinney-Vento Act rights in locations frequented by parents/guardians and unaccompanied youth in a manner and form understandable to parents/guardians and youth. Policy #5118.1 and Policy #5118.3

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

1. Continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
2. Provided in the school that is attended by other students living in the same attendance area where the homeless child lives.
3. To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian.

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.

TITLE I SCHOOL/PARENT ENGAGEMENT

1. Title I Parental Involvement (Policy #6172.4)
 - a. The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title ii. These programs, activities, and procedures are described in District-level and School-level compacts.
 - b. Each Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I requirements.
2. Staff qualifications (Policy #4111)
 - a. Parents/guardians have the right to request information at the beginning of the school year about whether the student's teacher has met state qualifications (certification) and licensing criteria for the grade levels and subject areas in which the teacher is providing instruction; whether the teacher is under an emergency or other provisional status, and whether the teacher is teaching in the field of discipline covered by the teacher's certification.
3. English Learners (EL) students (Policy #6141.311).
 - a. Parents/guardians must be notified within first 30 days of school if their child has been identified as an English learner.
4. Required Assessments & Progress Reports (Policy #6146.2, #5124).
 - a. Parents/Guardians will receive the results of their child's state assessments.
 - b. Written reports of student progress will be issued 4 times per year at the high school level and 3 times per year for grades K-8.
 - c. Parents will be advised no later than the beginning of the final marking reporting period of a student's potential failure in a course or grade and the possibility of the student repeating the grade or course.
5. School Accountability Index scores will be posted on school websites in the fall as part of each school's Accountability Plan.
6. HS ONLY Military recruiters or institutions of higher learning shall have access to secondary school student names, addresses, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent (Policy #5145.14)
7. Surveys of students/student privacy issues (Policy 6162.51)
8. Without parental consent no student may take part in a survey. A permission slip will be sent home with the beginning of the year information packet or when a student enrolls.
9. Schools of Need of Improvement (Policy #6172.4).
 - a. Schools identified for "comprehensive support and improvement" or "targeted support and improvement" must provide an understandable and uniform format of such information and, to the extent practicable in a language parents/guardians understand; including the reason for such designation.

PESTICIDE APPLICATION

Pesticide application plans/notification/prior year's use (At beginning of each school year of district's pest management policy, notification prior to every pesticide application to parents/guardians and staff with a registered request for notification; 10-231a et. seq. as amended by PA 15-5) Districts without IPM plans are required to provide notice of pesticide applications to be sent electronically. Districts with IPM plans must send notices of pesticide application by any means practicable. District website must provide information on how parents/guardians may register for prior notice of pesticide applications (Policy #3524.1).

These and all other Board of Education policies can be found on the BOE website www.bristol.k12.ct.us.

Child abuse, neglect, and sexual assault reporting policy (17a-101i(e)). Policy #5141. Mandated Reporting #5241.4

Youth suicide prevention policy and procedures (10-221(e)). Policy #5141.5.

Treatment of recruiters in the school setting (10-221b, ESEA). Policy #5145.14

Title IX Complaint Form Policy # 5145.6

Addendum to Parent-Student Handbook: Schoolwide Title I Program Fact Sheet

How did my child's school get identified as a Schoolwide Title I school?

A school is identified as a Title I school based on the school population's low income rate. The low income rate is determined by the number of students attending the school on October 1st, who are eligible for free and reduced lunch. Schools with a low-income rate of 40% or higher are eligible to have a schoolwide program.

What is a Title I schoolwide program and how will it help my child?

A school wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

School wide programs allow staff to redesign the entire educational program to strengthen the core academic program of the school. All students are eligible to participate in the school wide program. The emphasis in school wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.

How and when will I learn about my child's performance on the CT State Standards Assessments?

Each fall, Bristol Public Schools distributes district, school, and individual student State Standards Assessment reports to all parents. The reports contain overall student performance summaries as well as student performance summaries for various subgroups broken down by ethnicity, economic need, special education, and English Language Learners.

How is a School Wide Title I program different from other programs?

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even if there are additional challenges and at-risk factors. These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;

- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a school wide framework. The Title I school wide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality school wide program is a systemic, effective strategy for increasing the academic achievement of all students.

Additionally, parents will be provided with regular opportunities to work collaboratively with the school to ensure that their children receive the best possible academic support both in school and at home. At any point during the school year, parents have the right to request regular meetings with the school principal to discuss and assist in decisions regarding their children's education.

How can I become more involved as a parent or caregiver of a school-age student?

Bristol Public Schools recognizes parental/familial involvement as vital to improving the achievement of our students. Each Title I school develops with parents a School-Parent Compact. As a parent of a Title I student, you are encouraged to participate in the development of this plan, which should describe how the school and families will work together to foster regular, two-way, meaningful communication about student learning and other school activities. All parents will receive the School-Parent Compact after it is developed. Once you have reviewed the School-Parent compact, please contact your child's school principal if you have any questions or would like to provide suggestions for improvement.

Parents will be provided with monthly resources to help their children succeed in school. These resources may come in the form of meetings, workshops, newsletters or take-home kits to use with their children at home. Parents will also have opportunities to regularly communicate with their child's classroom teachers and support staff. Parents also have the opportunity to be involved in decisions regarding the use of Title I parent involvement funds. This is a great opportunity for parents of Title I students to provide input and assistance in planning how best to use Title I funding to improve school-family partnerships.

Parent participation is strongly encouraged at various school and district meetings scheduled throughout the year. Your child's school will also offer additional regular meetings if requested by parents. Any suggestions or concerns presented by parents at any of these meetings will be addressed with the appropriate parents in a timely manner.

How do I know whether the teachers and paraprofessionals in my child's school are qualified to teach?

All teachers who teach core academic subjects (English, mathematics, reading/language arts, science, world languages, arts, and history) must be highly qualified as defined by State and Federal regulations.

All paraprofessionals who provide instructional support in a Title I program must also be highly qualified as defined by State and Federal regulations.

Bristol Public Schools recognizes that cooperative efforts among the parents, school, staff, and community are essential for building strong educational programs for all children. Our school actively supports and encourages parent involvement in all aspects of its learning community. Aligning with the guidelines of State and Federal regulations, you have the right to request information about the qualifications of your child's teachers and/or paraprofessionals. If you are interested in doing so, please contact your child's school principal. Thank you.

Most importantly, we encourage you to be an active partner with your child's school. Research suggests that how well a child performs in school depends greatly upon how much their parents become involved in their education. Our goal is to help parents communicate high expectations, hold children accountable, monitor and reinforce learning, and guide and advocate for their children. If you are able, please plan to attend the Annual Title I Parent Meeting held in the fall at your child's school.

Hoja de Información de Todas las escuelas de Título I

¿Cómo es que la escuela de mi hijo puede ser identificada como escuela Absoluta de Título I?

La identificación de una escuela como escuela absoluta de Título I está basada en el nivel de pobreza en la escuela; el nivel de pobreza está determinado por el número de estudiantes que atienden la escuela al 1º de Octubre y que califican al lunch gratuito o en descuento. Escuelas con una tasa de pobreza del 40% o mayor, son elegibles para ser escuelas Absolutas del programa.

¿Qué es una escuela absoluta del programa de Título I y como ayudara a mi hijo?

El programa de escuela absoluta, es una estrategia de reforma aprensiva designada para elevar la totalidad del programa de educación en una escuela de Título I; su objetivo principal es asegurar que todos los estudiantes, particularmente aquellos que logran resultados bajos, demuestren niveles en logros y capacidad avanzados sobre los niveles de logros estándares del Estado.

Programas absolutos escolares permiten al personal, rediseñar la totalidad del programa educacional para fortalecer el programa escolar académico básico. Todos los estudiantes son elegibles a participar en el programa absoluto escolar. El énfasis en escuelas con programa absoluto, es el servir a todos los estudiantes, mejorar todas las estructuras que soporten el aprendizaje de los estudiantes, combinar todos los recursos como sean permitidos, para lograr un objetivo común.

¿Cómo y cuándo sabré del desempeño de mi hijo(a) en la evaluación del estado?

Cada Otoño, las Escuelas Públicas de Bristol distribuyen los reportes CMT distritales, por escuela y de estudiantes individuales a todos los padres. Los reportes contienen resúmenes generales de desempeño del estudiante así como resúmenes de desempeño del estudiante en varios subgrupos desglosados por etnicidad, necesidad económica, educación especial, y por el Estudiantes del Idioma Inglés.

¿Cómo es el Programa Absoluto Escolar de Título I diferente de otros programas?

Evidencia en continuo crecimiento demuestra que es posible crear escuelas en las que todos los estudiantes alcancen altos estándares, a pesar de la existencia de factores de riesgo y obstáculos adicionales. Estas escuelas comparten características comunes, entre las que se encuentran:

- Un enfoque claro
- Altas expectativas de los estudiantes y el personal

- Un ambiente enfocado en el aprendizaje
- Un fuerte liderazgo
- Currículo, instrucción y evaluaciones alineados con los estándares
- Desarrollo de alta calidad profesional
- Un espíritu de colaboración y colaboración en estructuras
- Involucración significativa de los Padres de Familia
- Un compromiso en revisión y mejoramiento continuo

Estas características cuando son integradas en conjunto en el marco absoluto de trabajo de la escuela, producen con gran frecuencia escuelas efectivas. El proceso de escuelas absolutas de Título I soporta la creación de escuelas de alto desempeño, motivando a las escuelas en hacer cambios significativos, inclusive radicales en el cómo hacer su trabajo, proporcionándoles un proceso comprensivo en cómo hacerlo.

Adicionalmente, los padres contarán con oportunidades regularse en trabajos en colaboración con la escuela para asegurar que sus hijos reciban el mejor apoyo académico posible tanto en la escuela como en casa.

¿Cómo puedo involucrarme aun mas como Padre de Familia o Guardián de un estudiante en edad escolar?

Las Escuelas Públicas de Bristol reconocen que el involucramiento de los padres es vital para mejorar los logros de nuestros estudiantes. El distrito ha desarrollado junto con los padres un Plan Distrital de Involucración de Padres de Familia. En adición cada escuela con Título I desarrolla junto con los padres el Plan Escolar de Involucración de Padres de Familia, el cual incluye un Compacto Padres-Escuela. Como padres de estudiantes de Título I, se les invita a participar en el desarrollo de este plan, el cual describirá como es que la escuela y familias trabajaran en conjunto para fomentar comunicación significativa de ambos sentidos acerca del aprendizaje del y otras actividades escolares. Todos los padres recibirán el Plan Escolar de Involucración de Padres de Familia y el compacto una vez que estén desarrollados. Una vez que usted haya revisado el documento, por favor comuníquese con el director de la escuela de su hijo si es que tiene alguna pregunta o quisiera hacer sugerencias para su mejoramiento.

Los Padres recibirán recursos mensuales para asistir en el logro del éxito de sus hijos en la escuela. Estos recursos pueden ser en forma de juntas, talleres, boletines informativos o herramientas para llevar a casa para ser usados con sus hijos. Los padres también tendrán la oportunidad de comunicarse regularmente con el profesor de clase de su hijo.

Los padres también tienen la oportunidad de estar involucrados en las decisiones referentes al uso de fondos del Título I. Esta es una gran oportunidad para padres de estudiantes de Título I para ofrecer información y asistencia en la planeación de cómo mejor usar los fondos de Título I para el mejoramiento de la unión entre padres de familia y escuela

La participación de los padres de familia es sumamente sugerida en varias juntas escolares del distrito programadas a través de todo el año. La escuela de su hijo también ofrecerá juntas adicionales regulares si es que son requeridas por los padres.. Cualquier sugerencia o preocupación presentadas por los padres en cualquiera de estas juntas serán atendidas con los padres apropiados en forma oportuna.

¿Cómo sé si los maestros y los para-profesionales en el programa de mi hijo son calificados para enseñar?

Todos los maestros o profesores que enseñan temas académicos básico (Ingles, matemáticas, lectura/artes en lenguas, ciencia, lenguas mundiales, arte e historia) deben tener altas calificaciones tal y como lo estipula el Acto No Child Left Behind del 2001 (NCLB).

Todos los para-profesionales que proveen apoyo en instrucción en un programa de Título I también deben ser rigurosamente calificados como se define por el NCLB.

El sistema Escolar Público de Bristol reconoce que el esfuerzo cooperativo entre padres de familia, escuela, personal y comunidad es esencial para el desarrollo de programas de educación sólidos para todos los niños. Nuestra escuela activamente apoya y favorece la participación de padre en todos los aspectos de su comunidad en aprendizaje. Alineándose con las pautas dictadas por el Acto de No Child Left Behind, usted tiene el derecho de requerir información acerca de la preparación del profesor de su hijo y/o para-profesionales. Si usted esta interesado en hacer alguna pregunta, por favor comuníquese con el director de la escuela de su hijo. Gracias

Recomendamos ampliamente que usted esté involucrado activamente en el programa de su hijo.

Investigaciones siguieren que a mayor medida que los padres de familia se involucran en las actividades escolares de su hija(a), mejor es el desempeño escolar del niño(a). Por favor aprenda más acerca de las formas en las que puede usted involucrarse en la educación de su hijo(a) participando lo más posible en las reuniones organizadas por la escuela. Si usted es el padre de un niño(a) en programa de Título I, por favor planee en asistir a la Reunión Anual de Padres de Familia de Título I llevada a cabo en Otoño en la escuela de su hijo(a)

**BRISTOL BOARD OF EDUCATION
SUPPLEMENTAL HANDBOOK**
2018-2019

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BOARD OF EDUCATION MEMBERSHIP

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The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website: https://www.bristol.k12.ct.us/board_of_education/boe_policies

MISSION STATEMENT

To provide all of our students with the mastery of skills, the acquisition of knowledge, and the inherent wisdom that will equip them to compete globally, to serve others locally, and to seek a fulfilling and healthy life.

EQUAL OPPORTUNITIES/NON-DISCRIMINATION

Nondiscrimination: Instructional Program

The school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations that will help to attain:

1. Equal rights and opportunities for students and employees in the school community;
2. Equal opportunity for all students to participate in the total program of the school;
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences;
4. Training opportunities for improving staff ability and responsiveness to educational and social needs; and
5. Opportunities in educational programs that are broadly available to students with access not solely based upon race, color, religious creed, age, marital status, national origin, sex, sexual orientation, or physical disability.

Each student, at the time he/she becomes eligible for participation, shall be advised of his/her right to an equal opportunity to participate in school programs without discrimination, on account of race, color, sex, religion or national origin, or physical disability. (Board of Education (BOE) Policy 6121)

ACCOUNTABILITY PROGRAM

The Bristol Board of Education has established an accountability system to monitor the progress of students. The program is designed to periodically review data concerning student performance and the factors associated with it. This data is publicly reviewed with the Board. Each school's Accountability Plan is located on the school website.

ADMISSION/PLACEMENT

A student seeking enrollment in the Bristol School District for the first time or following attendance in another Connecticut public school district, out-of-state attendance, private school attendance, or admission through a bona fide foreign exchange program should contact the principal. A student who is transferring from non-public schools or schools outside the district will be placed at his/her current grade level pending evaluation and observation of the student. After such assessment and consultation with the parents, the principal will determine the grade placement of the child. Nonresidents may attend school on a tuition basis provided space is available.

ASBESTOS

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The district has on

file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the office of the Supervisor of Building and Grounds. (129 Church Street)

ATTENDANCE/EXCUSES/DISMISSAL

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session.

Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Excused Absence Policy

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. [See Form 5113]

- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.
7. Additional 10 days for children of service members on active duty.

- C. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

How to Report a School Absence

If a child is going to be absent or tardy, parents should call the School Office. In addition to the phone call, parents are also required to provide a written note explaining the absence or tardy.

If a child has a communicable disease, the parent must also notify the school nurse immediately. She will indicate the number of days the child should remain out of school.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

The required mailed notice shall include a warning that two unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

Responsibility for completion of missed classroom lies with the student, not the teacher. Unless a student has an extended

illness, all make-up work will be complete within five days after the student returns to school.

Arrival at School

Bus students will arrive at school according to the times established by the Bus Company.

Walkers/drop-off students should arrive at school by 8:10. Please establish an appropriate time for your child to leave for school.

Under no circumstances should students arrive at school prior to 7:50. There is no supervision prior to this time.

Morning Arrival – 7:50 to 8:10

To ensure the safety of our students, families and staff these expectations will apply to personal vehicles transporting students to school.

- Drivers must proceed with caution at all times while in the parking lot – be alert to children and adults walking.
- Vehicles dropping off students must use the first level parking lot. Students take the set of stairs and walkway to the front entrance.
- Students must exit the vehicle onto the sidewalk from the passenger side of the vehicle only.
- Once students exit the vehicle, drivers should leave the drop off area to maintain the flow of traffic.
- Parents/guardians who need to enter the building or assist students must park in designated areas rather than use the drop off lane.

Important Safety Information:

- The drop-off lane is a single lane.
- Visitor parking is located in the upper parking lot.
- Yield to pedestrians in crosswalks at all times.

Dismissal - General

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

In the event it is necessary for a student to be dismissed early, a parent or guardian must send a written request to the office. When the parent or guardian arrives to pick up the student, he or she must come to the office and present identification. The office will call the student from the classroom. The parent or guardian is required to provide a signature on the dismissal form.

If someone other than a parent/guardian picks up the student, the person appearing in the school office must bring written authorization from the parent or guardian if that request was not

made previously. This person will also be required to provide a signature on the dismissal form.

Dismissal at End of Day

2:50 (M, T, Th, Fri)
2:25 (Wed.)

Students are expected to leave school grounds upon dismissal unless requested to stay by a teacher or unless parents/guardians have provided written notification they are involved in a supervised after school program.

Important Safety Considerations:

- Enter and exit the parking lot with caution
- Yield to pedestrians
- Park in designated areas only

Participation in School Activities

Students who are absent or dismissed due to illness may not participate in school activities on that day or evening.

Tardiness

Students who are not in the classroom by 8:15 are considered tardy and must report to the main office with a parent or guardian. A student who has not signed in at the office but is found on school grounds will also be considered tardy. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action, including suspension, if the principal determines that tardiness is excessive. **Students who are chronically tardy will be referred to their guidance counselor.** In addition, a parent conference may be held to rectify the problem.

Truancy

The law defines truancy as four (4) unexcused absences in a month or ten (10) accumulated unexcused absences during the year. Disciplinary action will be administered. Cases of excessive tardiness will be referred to our Attendance and Youth Officers. This may include a home visit.

Connecticut State Law provides that each parent or guardian having control of a child seven years of age and older, and under sixteen years of age, is obligated to cause the child to attend school regularly during the hours and terms school is in session, unless such parent or other guardian shows that the child is elsewhere receiving equivalent instruction. Connecticut General Statute Section 10-185 provides that each day's failure to comply with these requirements is a possible separate offense punishable by a \$25.00 fine.

BICYCLES See Transportation

BREAKFAST PROGRAM

A full breakfast is available to all children at no cost each morning.

BULLYING

Students who engage in any act of bullying while at school, at any school function, or in connection to or with any district

sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

Bullying is defined as:

- a. any targeting of a student based on the student's actual or perceived "differentiating" characteristics, such as race, gender, sexual orientation, disability, religion, or physical appearance and actions taken through electronic communications or devices that otherwise qualify as bullying and are known collectively as "cyberbullying;" written, oral, and electronic communications; physical acts; and gestures by a student or a group of students that are repeatedly directed against another student that
 - i. causes the student physical or emotional harm or damages his or her property;
 - ii. puts the student in reasonable fear of harm or property damage;
 - iii. creates a hostile school environment for the student;
 - iv. infringes on the student's rights at school;
 - v. substantially disrupts the education process or a school's orderly operation or
 - vi. an act that creates a hostile environment among students that is so severe or pervasive that it alters the school's climate or
 - vii. as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year.

Bullying which occurs outside of the school setting will be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school, creates a hostile school environment, infringes on the rights of the victim at school; and/or substantially disrupts the education process or orderly operation of the school.

To be considered bullying, communications, physical acts and gestures must be repeated and the student against whom the activity is directed must be attending school in the same district as the students engaged in the bullying activity.

Cyberbullying

The Bristol Board of Education provides computers as tools to enhance our students' education. The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment of any kind. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

Malicious use of the District's computer system is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the school administrator. The administration shall fully investigate all reports of cyberbullying.

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be in violation of another District policy. Such conduct includes, but is not limited to threats made on or off school grounds, to kill or hurt a staff member or student.

Disciplinary action may include: the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials.

BUS (See Transportation)

CELL PHONES (See Electronic Devices)

CHILD ABUSE

Teachers, principals, paraprofessionals, and other professional school staff are obligated by law (C.G.S. 17a-10) to report suspected child abuse or neglect to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and the staff receives yearly training in their use.

Reporting of child abuse and neglect is a responsibility that is taken seriously. If there is any doubt about reporting suspected abuse or neglect, a report will be made. The school will work with the parents and appropriate social agencies in all cases. (5141.4)

Concerned citizens may also file reports by calling the Department of Children and Families at 1-800-842-2288. The State will honor anonymity for as long as possible and appreciates notification of incidents that place children's welfare in jeopardy.

CONDUCT

All students are to act in a respectful and courteous manner to all members of the school staff, visitors, and their fellow students. Conduct that in any way disturbs others or interferes with the learning process is unacceptable. The district has authority over students during the regular school day and to and from school. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

Student responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time;
2. Being prepared for each class with appropriate materials and assignments;
3. Being dressed appropriately;
4. Showing respect toward others;
5. Behaving in a responsible manner;
6. Abiding by the code of conduct;
7. Obeying all school rules, including safety rules;
8. Seeking change in school policies and regulations in an orderly and responsible manner through appropriate channels; and
9. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred, when appropriate, to legal authorities for violation of the law.

Students at school or school-related activities are prohibited from:

1. Cheating or copying the work of another student;
2. Throwing objects, including snowballs, that can cause bodily injury or damage property;
3. Leaving school grounds or school-sponsored events without permission;
4. Disobeying directives from school personnel or school policies, rules, and regulations;
5. Being disrespectful or directing profanity, vulgar language, or obscene gestures to teachers or other school employees;
6. Playing with matches, fire, or committing arson;
7. Committing robbery or theft;
8. Damaging or vandalizing property owned by the school, other students, or school employees;
9. Disobeying school rules on school buses;
10. Fighting, committing physical abuse, or threatening physical abuse;

11. Committing extortion, coercion, or blackmail, i.e., forcing an individual to act through the use of force or threat of force;
12. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence;
13. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students;
14. Assaulting a teacher, staff member, or other individual;
15. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as marijuana, a controlled substance or drug, or an alcoholic beverage;
16. Possessing a weapon or dangerous instrument, (real or facsimile)
17. Giving prescription drugs to persons other than those to whom the drug is prescribed;
18. Smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products;
19. Hazing;
20. Behaving in any way that disrupts the school environment or educational process; and
21. Possessing an electronic pager, "beeper" device, or electronic devices on school property without prior approval of the school principal.

During after school activities, students may not leave the building unless permission is received from parents. Students without such written permission will not be allowed to leave and reenter the activity. Smoking is not allowed at any school function. All school rules are in effect during any activity.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct that is seriously disruptive of the educational process or is a violation of publicized Board of Education policy, even if such conduct occurs off school property and during non-school time. (5114, 5131, 5131.1, 5131.2, 5131.3, 5131.5, 5131.6, 5131.7, 5131.8, 5132)

Off-School Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct, even if such misconduct occurs off school property and during non-school time.

Such discipline may result whether:

1. The incident was initiated in the school or on school grounds;
2. Even if the incident occurred or was initiated off school grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process by threatening:
 - a. the school's orderly operations
 - b. the safety of the school property

- c. the welfare of the persons who work or study there.

Examples of the type of such off-school misconduct that may result in such discipline include but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons.
2. Use, possession, sale, or distribution of illegal drugs.
3. Violent conduct, where any such activity has the reasonable likelihood of threatening the health, safety, or welfare of school property, individuals thereon, and/or the educational process.

Dangerous Weapons and Instruments

No guns, knives, or any other objects capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution as well as appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

(PA 95-304, PA 96-214, PA 94-221, PA 95-305, PA 96-244)

CYBERBULLYING (See BULLYING)

DISCIPLINE

A student who violates the district's code of conduct shall be subject to disciplinary action. Bristol's disciplinary actions may include using one or more discipline management techniques, such as detention, removal from class, removal to an alternative education program, suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law, that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process or violates publicized Board of Education policy even if such conduct occurs off-school property and during non-school time.

(PA 24-224, 5144, PA 95-304)

Detention

A student may serve detention during part of their lunch time. Parents will be notified by the staff member issuing the consequence. A student may also be serve a detention outside of school hours for violation of the code of conduct. The after school detention shall not begin, however, until the student's parents have been notified of the reason or the student has been given 24 hours notice for the detention (and can make arrangements for the student's transportation on the day(s) of the detention).

Removal

All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.

Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her

designee as to the name of the student and the reason for removal.

No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy (5114), as stated in G(3).

Suspension

The administration may suspend a student for infraction of school rules. Suspension shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. The effective date of in-school suspensions has been determined by the Connecticut General Statutes Section 10-233(a) through 10-233(f). Suspensions shall be in-school unless the administration determines that the student being suspended poses a danger to persons or property or such a disruption of the educational process that the student shall be excluded for the period of suspension. (5114)

Expulsion

The Board of Education may expel a student from school privileges if, after a full hearing, the Board finds that the student's conduct endangers person(s), property, or the educational process or is in violation of a publicized Board policy. Students who have been expelled may be eligible for an alternative educational program.

Expulsion from school will result in the loss of all extracurricular and social privileges during the period of expulsion. (5114, 5121.7, PA 96-244)

DISTRIBUTION OF MATERIALS

Any proposed advertising or promotional materials must be approved in advance and in writing by the Superintendent. Such advertising or promotional materials shall be limited to a location or locations designated by the Superintendent or his/her designee, and neither the school mail system, school offices or classroom distribution shall be permitted for such advertising or promotional materials. Notwithstanding the foregoing, with the prior approval of the Superintendent, the school mail system, school offices and/or classroom distribution may be permitted for promotional material from the Board itself or from the following groups directly affiliated with the Bristol Public Schools: the City of Bristol, the PTA/PTO for the building in question, and/or any before- or after-school programs sponsored by the Bristol Public Schools. The Superintendent may, at her/his discretion, refer any proposed advertising to the Board of Education for its approval. Any arrangement that calls for the district to enter into a formal contract must be approved by the Board of Education.

Please seek approval from the principal before distributing any materials. (1140, 6145.3)

ELECTRONIC DEVICES

Students may be in possession of a cellular telephone. However, cellular telephones may not be turned on during the school day. Such devices shall not be used during instructional time or in the passing between classes unless there is a bona fide health or safety emergency.

All electronic devices must be turned off prior to student entry into the building and may not be used during the school day. These devices must be kept in student backpacks during the school day.

At no time will any personal communication device be allowed that provides for a wireless, unfiltered connection to the internet, transmission of text or voice, or which has the capability to take photographs of any kind.

Students shall not use a laser pointer and attachments, unless under teacher supervision for instructional purposes or a remotely activated paging device while on school property, on school transportation or while attending a school sponsored activity on or off school property. (5131.81)

EMERGENCY COMMUNICATION

In the event of an emergency, school closing or delay check the district website at www.bristol.k12.ct.us. You can also obtain cancellation information by going to the following sources: Television (Channel 3, 8, 30, or 61) and Radio (WTIC1080 AM).

EMERGENCY DRILLS

Students will practice keeping safe in case of fire, weather problems or other emergencies on a regular basis. These drills are known as fire, lockdown or evacuation drills.

ENGLISH LEARNERS (EL) (6141.311)

Parents/guardians must be notified within first 30 days of school if their child has been identified as an English learner.

EQUAL EDUCATION OPPORTUNITY

Pursuant to the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under a program of the Bristol Board of Education.

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, religion, orientation, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities.

EXTRACURRICULAR ACTIVITIES

Social Events

Social events may be scheduled periodically during the school year. Only legally enrolled students of this school may attend

social events unless other arrangements have been made and approved by the administration. Students are expected to dress appropriately for all social events. Standards of dress, admission costs, and other pertinent instructions for a particular event will be announced prior to the event.

6-8 Co-Curricular Eligibility

An activity which occurs outside of the school day as an extension of curricula courses is a co-curricular activity. Students participate in the course during the school day and participation in the co-curricular activity is required as part of the course. This pertains specifically to student participation in band, orchestra and/or choral performances which are required for participation in the course. Students will be allowed to participate in such required performances even when on academic restriction for extra-curricular activities.

6-8 Extra-Curricular Eligibility

Extra-curricular eligibility policy pertains to not-for-credit activities which take place outside of the school day. This includes athletic teams, intramurals, clubs, performances in plays, adjudications, community concerts, and any other activity which takes place outside of the school day as a course requirement.

6-8 Co-Curricular and Extra-Curricular Eligibility

6-8 extra-curricular eligibility is determined by a student's overall performance in the core subjects and encore subjects. Students are issued a subject and citizenship grade for each core and encore subject and all these grades are considered. Incomplete grades constitute a failing grade of below 65 until incomplete grades are made up.

At the start of each school year, all students in grades 6-8, who were promoted to the next grade, are eligible for participation in extra-curricular activities for the first semester. Students' eligibility will be reviewed at the conclusion of the first and second trimesters. A mid-trimester review will be conducted for ineligible students; students can be reinstated only once during the school year. Students who were retained are not eligible for participation in extra-curricular activities for the first trimester. Student eligibility will be reviewed at the conclusion of the first and second trimesters.

All extra-curricular activities occurring outside of the school day are included in these eligibility guidelines (such as sports, dances, school organized clubs and/or events, etc.). Band and chorus activities occurring outside of the school days are considered co-curricular activities; students will participate in the school band and/or choral performances required when enrolled in band and/or chorus during the school day. When on academic restriction, students will not participate in band or chorus performances, such as adjudications, community concerts, etc., that are not required as part of enrollment in band or chorus.

6-8 Full Extra-Curricular Eligibility

In order to be eligible to participate in all aspects of an extra-curricular activity, a student must meet the following criteria:

1. Scholarship – at the end of the first and second trimester, the student must pass all core subjects and encore subjects with a grade of 65 or higher.
2. Citizenship – at the end of the first and second trimesters, a student must have no more than one grade of X (60) in citizenship in different subjects.

6-8 Academic Restriction for Extra-Curricular Activities

A student placed on academic restriction will not participate in extra-curricular activities; a student on academic restriction will not be able to represent the school in any type of extra-curricular competition, performance, etc. (for example, sports/intramurals, a school play, adjudications, ensembles).

A student will be placed on academic restriction for the second and/or third trimester when the following occur:

- Scholarship – A student fails one or more subjects (grade of 64 or lower) in the first and/or second trimester.
- Citizenship – A student has more than one grade of X (60) in citizenship in different subjects.

A student on academic restriction may not remain in school after the school day ends unless the student is under teacher supervision for make-up work, extra help or detention.

Academic restriction will be removed upon successful completion of the second and/or third trimester, defined as the student meeting the requirements for full extra-curricular eligibility. A mid trimester review will be conducted for ineligible students; students can be reinstated only once during the school year.

FAMILY LIFE EDUCATION POLICY; AIDS

EDUCATION POLICY

A copy of the curriculum is available for parental review in each Principal's office.

FEES/FINES/CHARGES

The Bristol Board of Education recognizes its responsibility to purchase books and supplies to meet the needs of instruction in the schools of Bristol. The Board of Education also recognizes that it is the responsibility of each student to exercise care in the use of instructional materials. A student will be assessed costs of replacing any materials or property that is lost or damaged through his or her negligence.

Textbooks

1. The Board of Education recognizes the student's responsibility to maintain and care for each textbook or workbook until it is returned to the proper authority at the end of the school year or upon the completion of its use.
2. If the student does not practice proper use or normal care, the student will be expected to pay a fee to cover the cost of replacement or repair.

- a. **Damaged books**
The principal and the book custodian will determine the charges for damaged books.

- b. **Lost book**
The student will reimburse the school system for the replacement cost of the book.

Fees for Materials of Non-Required Projects

Students involved in special interest work over and above the basic instructional program may be charged for materials necessary in their chosen project.

Equipment

Students will be responsible for the care and safe return of equipment loaned to them. Students will be required to pay the full costs of repairs for equipment damage due to misuse or negligence. Students will be responsible for full replacement cost for lost equipment.

Fines for Inappropriate Use of Library Materials

If a book or other item is lost, the borrower will be charged for the replacement and reprocessing costs. In the case of damaged books or items, actual repair costs or replacement costs may be imposed.

Other Fees

In accordance with Board policy, the cost of the following items is to be borne by the student:

1. Yearbook;
 2. Charity drives;
 3. Materials used in club activities; and
 4. Musical instruments for participating in a school band except those provided by the school.
- (6161.21(a), abridged for elementary school)

FERPA Notification for Elementary and Secondary Schools

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

1. The right to inspect and review the student's education records within 45 days after the day the student's school receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student

believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

Further details are available at:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/le-a-officials.html>

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any student whose prior behavior is considered detrimental to the well being of other students may be barred from participation by the principal. While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity. An authorization form must be signed and returned to school. Verbal or telephone permission cannot be accepted. **Parents are responsible for picking their child up from a field trip should their behavior become unsafe. Chaperones are expected to adhere to all school policies.** (6153)

FINANCIAL ASSISTANCE

Students will not be denied opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any student who needs financial assistance for school activities should contact a teacher, staff member, or the principal to request confidential help.

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom.

(See lockdown procedures)

The signal for a fire drill is a constant blast on a special horn. When the alarm sounds, students are to proceed along the posted exit routes in a quick, quiet, and calm manner. Students should not return to the building until the return signal is given. (6114.1)

FUND RAISING POLICY

It is recognized that student fund raising is an acceptable tradition in the public schools. However, the loss of instructional time for fund raising or the disturbance of the normal school day by fundraising must be controlled. Only foods on the CT healthy food list may be sold in schools. Students should not be selling door-to-door.

GUIDANCE/ SCHOOL COUNSELOR

(Grades 6 – 8)

Guidance is an important part of the total school program. During this stage of a child's school career, he/she may have needs and problems related to school, friends, and family. The guidance department provides a counselor children can talk to about academic and social problems and difficulties they face each day.

The counselor will also help students become aware of interests, aptitudes, and abilities so that appropriate decisions concerning future educational planning can be made. Students wishing to see their counselor MUST obtain a pass before homeroom or after school in the guidance office.

HEALTH SERVICES

The school health office is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information.

Parents are notified of any deviation from the normal pattern of health, and suggestions are given for follow-up. It is likewise important that parents notify the school nurse in case of a student's illness. If a student is to be excused or limited for an extended period from participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues. (5141)

Administration of Medication

Medication shall NOT be administered during school hours if it is possible to achieve the desired effects by administering the medication at home before and/or after school hours.

Medical authorization is necessary if your child needs to receive medication (prescribed or over-the-counter) during school hours. Both the parent and the physician must complete a medical authorization form, available from the School Health Office or from the Health Department (584-7682). Medications must be delivered in and dispensed from the original pharmacy prepared container. The container must include a label with the child's name; medication name, strength, dosage, and frequency; the physician's name; and the date of the original prescription. A maximum 45-day supply can be brought to the school by the parent. **The child may NOT transport the medication to school under any circumstances.** The student may carry an inhaler if deemed safe by the school nurse; however, a medication authorization form is still required.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day, and the student is capable of administering the medication. The statement must be accompanied by a physician's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to

be taken and the details of administration. Such statements must be renewed at the beginning of each school year. (5141.21)

Communicable/Infectious Diseases

Students with any medical condition that may expose others to disease or contagious and infectious conditions within the school setting may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others. (5141.22)

Disabilities

The Bristol School district will not discriminate on the basis of disability as required under ADA, IDEA, and Section 504 and C.S. 10-76a and any similar law or provision. The contact person is Dr Michael Dietter, the Director of Special Services. 584-7052.

Homebound

Home instruction is available to students who are unable to attend school for medical and/or mental health reasons for a period of fifteen days or longer as diagnosed by a physician, psychiatrist, or the Planning Placement Team. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons. (6173)

Immunizations

CT State Law mandates written verification of immunizations prior to a student's entrance. Required immunizations include: DTP/DTap (Diphtheria, Tetanus, Pertussis), Polio, MMR (Mumps, Measles, Rubella), HIB (Haemophilus Influenzae Type B), HBV (Hepatitis B) for students born on or after 1/1/94, and Varicella (Chickenpox) for students born on or after 1/1/97.

For medical or religious immunization exemptions, please call the Health Room.

Physical Examinations for 6-8 Athletic Participation

Please be advised of the following requirements for your son or daughter's participation in the middle school athletic program: All sixth, seventh, and eighth grade students participating in the after school intramural program must have the Blue State Mandated Physical Examination Form (HAR-3) completed prior to participation in the program. This form must be completed and on file before participation in any sport activity. This physical is mandated for all students prior to seventh grade.

All 6th grade students who are selected to participate in the intramural sports program must have a current Blue State of Connecticut Health Assessment Record with the front of the Inter-scholastic Sports Participation Health Record/Exam

(ISPHAR) completed, signed by the parent/guardian and attached prior to participation.

All 7th grade students who are selected to participate in the intramural athletics program must have a **completed** ISPHAR on file prior to participation.

All 8th grade students who will be participating in the intramural athletics program for the first time will need to have the ISPHAR on file prior to participation.

The proper school form (ISPHAR) must be completed and returned to the school before the student may practice, or play.

If the student cannot, for economic or other reasons, obtain an examination by his/her physician, the school doctor will provide the examination upon written request to the registered nurse at the student's school. The medical history portion of the Blue State of Connecticut Health Assessment Record must be completed by the parent/guardian before the student will be seen by the school physician.

Emergency medical forms must also be completed by the parent/guardian. These forms, distributed by the coach, will enable the student athlete to receive medical attention for injury or illness that occurs while participating in school sponsored activities if the parent cannot be reached to give consent to emergency personnel.

The full text of Policy #5141.31 is available on the Board of Education web site at <http://www.bristol.k12.ct.us>.

HOMELESS STUDENTS

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

- a. Continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
 - b. Provided in the school that is attended by other students living in the same attendance area where the homeless child lives.
 - c. To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian.
- The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:
1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records

HOMEWORK

The teachers, through effective classroom instruction and the careful delegation of independent study, carry out the responsibility of the school district to educate the student. It is important for the student to be taught the concepts related to the

subject area and how to study in school before he/she is given work to do at home, which may be graded. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Purpose

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and counted for class credit.

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills;
2. Extend classroom learning;
3. Stimulate and further interests;
4. Reinforce independent study skills;
5. Develop initiative, responsibility, and self-direction;
6. Acquaint parents with the work students do in school.

Although the amounts may vary, all teachers will assign homework. The time needed to complete homework assignments will vary for each student. Some assignments are not in written form, but require study and review for mastery of the subject content and adequate preparation for tests and quizzes.

A daily planner is provided to all students to assist in keeping of assignments. It is expected that students use these.

Students must assume responsibility for work missed due to absences from school. If a student is absent for a day or two, it is expected that the student make up the work upon returning to school. **For absences of three days or more, parents may call the school office, school counselor, or team leader to request homework assignments.** Assignments will be prepared and in the office by 3:00 p.m. the following day. (#6134)

INSURANCE

School insurance is made available to families through a specific program. Brochures are distributed to all students at the beginning of each academic year. While the program is not mandatory, we suggest that parents take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangement is contractual between the parent and insurance carriers, and the Bristol Public School assumes no liability from disputes arising from such contract.

INTEGRATED PEST MANAGEMENT

The Bristol Board of Education has adopted an Integrated Pest Management Policy regarding pesticide use in the Bristol Public Schools. The school district will incorporate Integrated Pest Management procedures (IPM) to manage structural and landscape pests and the toxic chemicals for their control in order to alleviate pest problems with the least possible hazard to people, property, and the environment. Parents/guardians

and staff, who want prior notification of every pesticide application, should register a request, in writing, with the School office as soon as possible. The school will post a copy of the Pesticide Application Plan at least 24 hours prior to any pesticide application. Copies of the adopted Board Policy regarding IPM are available in each school office. Any questions regarding this policy may be directed to Peter Fusco, Supervisor of Buildings and Grounds, by calling 584-7097. (# 3524.1)

INTERNET USE POLICY

Board of Education Acceptable Use Of The Internet Policy

The school district is providing access to its computer network and the internet for educational purposes only. All of the hardware and software that we be available to provide internet access and other computer use privileges are the property of the Bristol Public School district and the City of Bristol. Students will be required to annually submit a signed copy of the "Internet Access Conduct Agreement".

Computer use that violates the law or encourages others to do so is not permitted. Use that harms others or causes damage to property is not allowed as is use that jeopardizes the security of student access or the computer network. Commercial transactions using school facilities are not permitted.

Access to the computer system is a privilege, and not a right. Each student is responsible for his/her use of the computer system and as such should not access material that is not appropriate for school age youngsters. Students should not reveal personal information to others using the network nor should they arrange fact to face meetings with others using the internet. Hacking or other illegal activities are not allowed.

The school system utilizes filtering software and other technologies to prevent the accessing of material that is inappropriate for students to view. The system will monitor the online activities of students.

The full text of the system's acceptable use of the internet policy (Policy #6141.321) is available in the principal's office, and on the Board of Education website (<http://www.Bristol.K12.ct.us>). Questions concerning the policy should be referred to the Office of Technology (584-7078).

Code Of Conduct For Internet And Other Computer Network Access

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number of those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point of origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information which may be injurious to a person or person's property.
8. Illegal activities are strictly prohibited.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services products or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you would disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.
13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other network which may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
14. Report security problems to the supervising teacher or Supervisor of Technology.

Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.

LIBRARY/MEDIA CENTER

Students are invited to use the books, magazines, newspapers, filmstrips, and other materials located in the library. Students are responsible for any material they sign out. Materials must be returned to the Library Media Clerk. Students must pay for any materials they lose or damage.

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary action.

LOCKDOWN PROCEDURES

In the event of a dangerous situation there may be the need to secure the school building. Staff will be notified and students will be expected to follow staff directions. The lock down procedure will be practiced during the school year.

LOITERING/CAUSING DISTURBANCE

All visitors must register in the main office. Staff members should be alert to the possibility of unauthorized visitors and promptly report any concerns to the principal. Any person shall be considered loitering on school grounds when he/she loiters or remains in or about a school building or grounds, without any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be there.

Unauthorized persons shall not be permitted in the school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law. (1251)

LOST AND FOUND

Any articles found in the school or on school grounds should be turned in at the main office. Unclaimed articles will be disposed of at the end of December, April, and at the end of the school year.

In order to help us identify lost articles of clothing, lunch boxes, etc., please label items such as coats or lunch bags. We do have a lost and found box in the cafeteria that should be checked as soon as an item is missing. Smaller items, such as eyeglasses, wallets, and jewelry are kept in the office.

LUNCH

Lunch is served at midday. Children may eat hot provided by the school cafeteria or cold lunch brought from home. Menus are available on our website.

Special dietary requirements should be brought to the attention of the school nurse and cafeteria staff.

The lunchroom is a supervised activity. Students must follow established behavior standards which are periodically reviewed with the student body.

Payment for Lunches

CHMS participates in the “COMMUNITY ELIGIBILITY PROGRAM (CEP)” where all students are eligible to receive a breakfast and lunch at no cost to families.

MEDICATIONS (See Health Services)

MEDIA INVOLVEMENT - Permission

There will be times when The Bristol Press, The Hartford Courant, or other media representatives will visit the school to feature our students or the school community in a print article or photograph. In addition, teachers sometimes videotape lessons to be viewed by others to improve instructional practice. For permission or denial regarding your child's being photographed, interviewed, and/or videotaped, please indicate your preference on the form that is sent home via your child at the beginning of the school year.

MENTOR PROGRAM

The program involves adults from local businesses, retirees, homemakers, etc., who volunteer their time to help identified students in many ways. They may read to them, take them to the library, play games, discuss social skills and talk together. Mentors provide a one-to-one relationship with each student. For more information contact the guidance office.

NON-EDUCATIONAL MATERIALS

Any item that does not contribute to the school environment should not be brought to school. This includes skateboards, beepers, walkmen, electronic games, toys, gun, aerosol cans, scooters, roller blades, heelies with wheels. If a student brings a non-educational item to school, the item will be taken from the student, and a parent will be required to retrieve it.

OUT OF AREA TRANSFERS

The Board of Education provides an opportunity for parents to request transfers to schools other than the one they are assigned to. This request must be processed through the schools and approved at the Central office level. If granted, this request must be made on a yearly basis with no guarantee for subsequent years. For further information contact the Human Resource Department located at the Board of Education building, 129 Church Street.

PARENT CONFERENCE DAYS

Refer to school calendar.

PARENT INVOLVEMENT

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs. Attendance at parent-teacher conferences, participation in the school based PTA/PTO and volunteering are activities that are

strongly encouraged. For more information concerning our parent groups please call the school office.

Title I school, parent engagement

a. Title I Parental Involvement Policy #6172.4

i. The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title ii. These programs, activities, and procedures are described in District-level and School-level compacts.

ii. Each Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I requirements.

PHONE

Students will have access to the office phone in the case of an *emergency* situation. At other times, however, we need to limit student use of the phone.

Students often come to the office asking to use the telephone. This especially occurs during inclement weather, when there is an after school activity which the student wants to attend, and right after school dismissal. Therefore, please make plans with your child regarding transportation during inclement weather and early dismissal, after school activities which are announced in a timely manner and after school transportation so that he/she will know what to expect.

PHYSICAL EDUCATION

All students are required to:

- Participate in all physical education classes to the best of their ability
- To change for physical education class (gr. 6-8)
- Bring a note from a parent/guardian on the day of class in order to be excused from class
- Submit a doctor's note to the school nurse to be medically excused from class for any length of time
- Use their Physical Education assigned locker – belongings **MUST be locked at all times** (gr. 6-8)
- Any valuables should be given to the teacher for safe keeping
- Any problem with the locker should be reported to the teacher immediately.

PHYSICAL RESTRAINT(S)/SECLUSION

The Board of Education seeks to foster a safe and positive learning environment for all students. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical restraint of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment. In compliance with law, Board of Education employees will avoid the use of physical restraint or seclusion of students. However, physical restraint or seclusion of a student may be necessary in an

emergency situation to maintain the safety of the student or other individuals.

The following sets forth the procedures for compliance with Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of persons at risk in the Bristol Public Schools.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes §10-220, or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes §33-218(6).

Definitions

Provider: A person who provides direct care, education or supervision of a person at risk.

Assistant Provider or Assistant: A person assigned to provide, or who may be called upon in an emergency to provide assistance or security to a provider.

Person at Risk: A child who meets the eligibility criteria for special education services under the Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. ("IDEA"), and who is receiving special education from the Board of Education, or a child who is being evaluated for eligibility for special education pursuant to statute and awaiting a determination.

Life Threatening Physical Restraint: Any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.

Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs, or head. The term DOES NOT include: (A) briefly holding a person in order to calm or comfort the person;(B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to supports prescribed by health care providers to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts, and similar devices to prevent self-injury when the device is part of an Individualized Education Program (IEP).

Seclusion: The confinement of a person in a room, whether alone or with supervision by a provider or assistant, in a manner that prevents the person from leaving that room. Seclusion DOES NOT include any confinement or person at risk in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

Behavior Intervention: Supports and other strategies developed by a planning and placement team ("PPT") to address the behavior of a person at risk that impedes the learning of the person at risk or the learning of others.

Procedures for Physical Restraint of Persons at Risk

1. **Life-Threatening Physical Restraint:** No provider or assistant shall under any circumstance use a life-threatening physical restraint on a person at risk.
2. No provider or assistant shall use involuntary physical restraint on a person at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others.
3. Physical restraint of a person at risk shall never be used as a disciplinary measure or as a convenience.

4. Providers and assistants must explore all less restrictive alternatives prior to using physical restraint for a person at risk.

5. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint with a person at risk.

6. Monitoring

a. A provider or an assistant must continually monitor any person at risk who is physically restrained. The monitoring must be conducted by direct observation of the person at risk.

b. A provider or an assistant must regularly evaluate the person being restrained for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person being restrained.

Procedures for Seclusion of Persons at Risk

No provider or assistant shall use voluntary seclusion on a person at risk EXCEPT as follows:

1. As an emergency intervention to prevent immediate or imminent injury to the person at risk or to others; OR
2. As specifically provided for in the IEP of the person at risk, if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective.

Seclusion as a Behavior Intervention in an IEP

1. Prior to including seclusion in the IEP of a person at risk, the PPT must review the results of a Functional Behavioral Assessment ("FBA") and other information determined to be relevant by the PPT. If, based on this information, the PPT determines that the use of seclusion is an appropriate behavior intervention for the person at risk, the PPT will include the assessment data and other relevant information in the IEP of the person at risk as a basis upon which a decision was made to include the use of seclusion as a behavior intervention. The use of seclusion in the IEP must be reviewed at least annually by the PPT. The PPT must include the following information in the IEP of the person at risk:

- a. The location of seclusion for the person at risk, which may be multiple locations within the school building;
- b. The maximum length of any period of seclusion, in accordance with Section 111(D) of the regulations;
- c. The number of times during a single day that the person at risk may be placed in seclusion;
- d. The frequency of monitoring required for the person at risk while in seclusion;

- e. The timeframe and manner of notification of each incident of seclusion, as determined by the PPT and the parent(s) of the person at risk; and
- f. Any other relevant information agreed-to by the PPT taking into consideration the age, disability and behaviors of the person at risk that might subject the person at risk to the use of seclusion.

When seclusion is included in the IEP of a person at risk and is used as a behavior intervention strategy more than two times in any school quarter, the PPT must convene to review the use of seclusion as a behavior intervention. At this PPT meeting, the team may consider whether additional evaluations or assessments are necessary to address the behavior of the person at risk and may revise the IEP as appropriate.

a. Prior to including seclusion in an IEP of a person at risk, the PPT must inquire as to whether there are any known medical or psychological conditions that would be directly and adversely impacted by the use of seclusion as a behavior intervention. A person at risk may not be placed in seclusion if such person is known to have any medical or psychological condition that a licensed health care professional has indicated will be directly and adversely impacted by the use of seclusion. Any written statement from a licensed health care professional in this regard shall be included in the special education file of the person at risk.

2. Seclusion of a person at risk will never be used as a disciplinary measure or as a convenience.

3. Any period of seclusion (1) shall be limited to that time necessary to allow the person at risk to compose him/herself and return to the educational environment and (2) will not exceed one hour. The use of seclusion may be continued with written authorization from the building principal or designee to prevent immediate or imminent injury to the person at risk or to others.

4. Providers and assistants must explore all less restrictive alternatives prior to using seclusion for a person at risk, unless seclusion is being used pursuant to the IEP of the person at risk.

5. Any room used for seclusion must:

- a. Be of a size that is appropriate to the chronological and developmental age, size and behavior of the person at risk;
- b. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
- c. Be equipped with heating, cooling, ventilation and lighting systems that are comparable to the

systems that are used in the other rooms of the building in which the seclusion room is located;

- d. Be free of any object that poses a danger to the person at risk who is being placed in the seclusion room;
- e. Have an unbreakable observation window located in a wall or door to permit frequent visual monitoring of the person at risk and any provider or assistant in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a person at risk.

6. Monitoring

- a. If seclusion is included in the IEP of the person at risk, the IEP must describe the frequency of monitoring of the person at risk while in seclusion. The monitoring must be conducted by direct observation of the person at risk.
- b. If a person at risk has been secluded as an emergency intervention to prevent immediate or imminent injury to the person at risk or others, a provider or an assistant must frequently monitor the person at risk. The monitoring must be conducted by direct observation of the person at risk.
- c. A provider or an assistant must regularly evaluate the person at risk in seclusion for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person who is in seclusion.

Training of Providers and Assistant Providers

- A. The Board of Education shall provide Physical Management Training ("PMT") for all Board of Education employees who engage in the physical restraint and seclusion of persons at risk pursuant to state regulations. Prior to engaging in physical restraint and/or seclusion practices, Board of Education employees must successfully complete the Board of Education's PMT program.

- B. The Board shall provide training in physical management, physical restraint and seclusion procedures including, but not limited to, training to recognize health and safety issues for children placed in seclusion to ensure safe use of seclusion as a behavior intervention.

- C. The Board shall also provide training in verbal de-escalating and de-escalation, prevention strategies, types of physical restraint, the difference between life-threatening physical restraint and other varying levels of physical restraint,

monitoring to prevent harm to a person physically restrained or in seclusion and recording and reporting procedures on the use of restraints and seclusion.

Documentation and Communication

- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, the provider must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded. The information on the reporting form must include the following:

- 1. In case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation were taken to prevent the emergency from arising;
 - 2. A detailed description of the nature of the restraint or seclusion;
 - 3. The duration of the restraint or seclusion;
 - 4. The effect of the restraint or seclusion on the person's established behavioral support or educational plan; AND
 - 5. Whether the seclusion of a person at risk was conducted pursuant to an IEP.
- B. A provider must notify the parent or guardian of a person at risk of each incident that the person at risk is physically restrained or placed in seclusion.

- 1. An attempt shall be made to notify the parent or guardian of the person at risk on the day of, or within twenty-four (24) hours after, physical restraint or seclusion is used as an emergency intervention to prevent immediate or imminent injury to the person or others.
- 2. Notification may be made by telephone, email, or other method which may include, but is not limited to, sending a note home with the person at risk.
- 3. The parent or guardian of a person at risk who has been physically restrained or placed in seclusion shall be sent a copy of the completed standardized incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.

- 4. Where seclusion has been included in the IEP of a person at risk, notification shall be made in accordance with Section III (B)(1)(e) above.

- 5. A record shall be kept of each instance of the use of physical restraint or seclusion on a child and shall specify whether the use of seclusion was in accordance with an individualized education program (IEP) or whether the use of physical restraint or seclusion was an emergency, including the nature of the emergency necessitating such use. Such information shall be included in an annual compilation of the District's use of restraint and seclusion on children.

- C. The Director of Special Services or his/her designee, must, at each initial PPT meeting for a child, inform the child's parent, guardian, or surrogate parent, or student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.

- D. The Director of Special Services or his/her designee must be notified of the following:

- 1. Each use of physical restraint or seclusion on a person at risk;
- 2. The nature of the emergency that necessitated its use;
- 3. Whether the seclusion of a person at risk was conducted pursuant to an IEP; AND
- 4. If physical restraint or seclusion resulted in physical injury to the person at risk.

Responsibilities of the Director of Special Services

- A. The Director of Special Services or his/her designee must report all instances of physical restraint and seclusion to the Connecticut State Department of Education in accordance with section 461-153 of the Connecticut General Statutes. The recording of such instances shall be done on an incident report that contains the information and documentation required by sections 46a-152 and 46a-153 of the Connecticut General Statutes. Such reports shall be completed no later than the school day following the incident.

POSITIVE SUSTAINED SCHOOL CLIMATE

The foundation for learning and positive youth development and includes:

- 1. Norms, values and expectations that support people feeling socially, emotionally, intellectually and physically safe;
- 2. People who treat one another with dignity, and are engaged and respected;
- 3. A school community that works collaboratively together to develop, live and contribute to a shared school vision;

4. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
5. A school community that contributes to the operations of the school and the care of the physical environment.(Policy #5131.911)

POSTERS

The Principal must approve signs and posters that students wish to display. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action. (Policy #1325)

PROMOTION/ACCELERATION/

RETENTION

The Bristol Public Schools are dedicated to the continuous academic, social, emotional and physical development of all students. Students shall be placed in an educational program appropriate to their academic, social, emotional development as well as their age. The instructional program shall provide for the growth and development of students from grade to grade with most pupils spending one year in each grade. Reports of student progress shall be made to parents and students at least 3 times annually.

In general, students shall be promoted annually. At the high school level, students shall be promoted in keeping with the requirement set forth below and in Board Policy 6146 - Graduation Requirements.

Concerns regarding expected yearly progress will be reviewed by classroom teachers, the principal, reading specialists or other staff and in discussion with parents. Provisions shall be made for the prompt referral to a planning and placement team meeting (PPT) of students' whose grades have been considered persistently unsatisfactory or at a marginal level of acceptance by the school district.

Retention shall not be used as an option until all possible alternatives have been exhausted. Instructional interventions may include: summer school, classroom modifications, support services, literacy or numeracy intervention and/or parent interventions.

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision-making process. The Principal shall be responsible for making the final decision as to retention and assignment.

Promotion & Retention

6 – 8 Promotion

A student, who attains a final grade of **65 or higher in the four core subjects**, shall be promoted to the next grade. The core subjects are language arts, mathematics, science, social studies and Spanish (if enrolled).

Sixth through Eighth Grade

Any student who fails four core classes (Language Arts, Math, Science, Social Studies) will be retained. When a student fails one or more of the core subjects, the following summer school requirements apply.

Summer School Requirements (6-8)

When a student receives a final grade of 64 or below:

- In language arts OR mathematics, summer school is required.
- In science OR social studies, summer school is recommended.
- In two core subjects, summer school is required in these two subjects and the student must receive a passing grade in at least one of the core subjects in summer school.
- In three core subjects, summer school is required in these three subjects and the student must receive a passing grade in at least two of the core subjects in summer school.

Students must meet the summer school proficiency standards, as specifics in Board of Education policy #6174 which are:

- Meet the attendance policy as specified in the summer school rules and regulations.
- Participate in class and take the end of summer school assessment; this assessment is created from items on the district-wide, common assessments given during the school year in the class.
- Receive a passing grade, defined as 65 or higher, for the remedial summer school class. The summer school grade will be the average of the score on the end of summer school assessment and the grade received for class work during the summer class.
- To receive a passing grade for a summer school class taken in another district, the student must receive a passing grade, defined as 65 or higher, on the Bristol common assessments given in that class during the school year.

Promotion Review (6-8)

For students who failed a core subject, a review of each student will be completed in August by the school administration and a determination of his/her placement for the next year will be made at that time. Information about the student's summer school performance is included in this review. **The decision of the principal is final.**

Grade (6-8)

The grade earned at the end of the school year in each course remains on the record. The summer school grade for each course is also recorded on the student's record.

PROPERTY/ LOCKERS/EQUIPMENT

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student.

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those that the school must incur to repair the damage.

Each student is assigned a desk, books, and/or other equipment. These items are the property of the school, loaned to students for their convenience during the school year. These items should be kept in good order and not abused, and they may be opened and subject to inspection from time to time by school officials.

Students should not attempt to repair school equipment but should notify the main office immediately if something is not functioning properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year. Students may not bring large sums of money or valuables to school, and liability for money and/or valuables remains with the student. (5145.12, 5131.5)

SCHOOL ACCOUNTABILITY SCORES

Will be posted on school websites in the fall as part of each school's Accountability Plan.

SCHOOL-BUSINESS PARTNERSHIP PROGRAM

This program was formed in 1988 as a joint venture of the Bristol Board of Education and the Bristol Chamber of Commerce. The program has grown to include five different services. They include: The Partners in Education Program; The Business/Education Foundation; The Mentor Program; The School to Career Program and the Speakers Bank. Further information concerning these activities can be obtained from the building principal.

Schools of Need of Improvement Policy

Schools identified for "comprehensive support and improvement" or "targeted support and improvement" must provide an understandable and uniform format of such information and, to the extent practicable in a language parents/guardians understand; including the reason for such designation. (6172.4)

SCHOOL SCHEDULES

See **BRISTOL PUBLIC SCHOOLS SCHOOL TIME SCHEDULE** attached or visit our website www.bristol.k12.ct.us

SEARCH AND SEIZURE

The right to inspect desks, lockers, and other equipment assigned to students may be exercised by school officials to

safeguard students, their property, and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material; and/or
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety, and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials will contact the police, who may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.
(5145.12)

SEXUAL HARASSMENT

Sexual harassment will not be tolerated among students of the school district. It is the policy of the Board of Education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students, and to the public. (5145.5)

Definition

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student; or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Procedure

It is the express policy of the Board of Education to encourage victims of sexual harassment to report such claims. Students are encouraged to report promptly complaints of sexual harassment to the teacher or principal.

SEXUAL OFFENDERS ON SCHOOL PROPERTY

A sexual offender is defined in Connecticut General Statutes §54-250 through §54-261 and/or is required per these statutes to register on the state's sex offender registry. A *parent/guardian sexual offender* is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending a District school.

A *non-parent/non-guardian sexual offender* is an individual who meets this policy's definition of sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.

School property includes all land within the perimeter of the school site and all school buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the school district, and the site of any school-sponsored activity.

Non-parent/Guardian Sexual Offenders

A non-parent sexual offender is prohibited from entering a District school except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote; remaining only in that area of the school; and
2. to attend an open meeting [such as a Board of Education meeting].

A non-parent sex offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

Parent/Guardian Sex Offenders

Parent/Guardian sexual offenders are prohibited from entering school property except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote; remaining only in that area of the school;
2. to attend an open meeting; to transport only his/her own child to and/or from school;
3. to attend a conference to discuss his/her student's progress, placement, or individual education plan (IEP). The parent/guardian must report immediately to the school's main office upon arrival and when departing; and
4. With the Superintendent's prior written approval in the following instance:
5. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

The Superintendent or his/her designee will inform the appropriate principal and other relevant District staff of the scope of the permission granted to each sexual offender.

Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the Superintendent's or designee's written permission statement. *The building Principal shall assign a chaperone to accompany the sexual offender while he/she is on district property.*

A parent/guardian sex offender who attempts to communicate electronically with a student other than his/her child while the

student is on school property will be considered on school property without permission and will be in violation of this policy.

Student Sex Offenders

1. The Superintendent or his/her designee shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Superintendent or his/her designee shall consider such factors as the safety and health of the student population. The Superintendent or designee shall develop guidelines for managing each student sexual offender in District schools.

SMOKING IN SCHOOL FACILITIES/EVENTS/FIELD TRIPS

The following rule shall apply to all facilities operated by the Bristol Board of Education, and at such events or on field trips. As used here, *smoke* or *smoking* shall mean the lighting or carrying of a lighted cigarette, cigar, pipe, or similar device.

"No person shall smoke anywhere on school property at any time."

STUDENT IDS

For the purpose of maintaining accurate school-wide student identification records, all CHMS students shall have a current digital photograph, as provided by school/yearbook personnel and filed annually in the school's database. This digital student photograph will be taken by school/yearbook personnel annually and will be maintained as part of the student's school record for the duration of the student's attendance in the Bristol Public Schools

SPECIAL EDUCATION

Special education services and related services are provided by special education teachers, speech and language therapists, school psychologists, physical therapists, and occupational therapists. Under state and federal law, school districts are required to seek out and identify any child, from age 3 through 21 years of age, with a disability who may need special education services.

The parent of a child who requires or may require special education and related services is guaranteed a uniform process that complies with the federal law entitled *Individuals with Disabilities Education Act (IDEA)* and state laws and regulations concerning special education. Under these laws and regulations, the parent must be notified in writing before the school district proposes to, or refuses to, initiate or change the identification, evaluation, or educational placement of the child with regard to special education services. Such written notice must include a full explanation of procedural safeguards available to parents under IDEA. A copy of procedural safeguards is available from the school.

Children Five Years through Twenty-one Years Old

For children enrolled in school, routine and ongoing procedures are used to identify children with disabilities. Classroom observation, records of daily classroom performance, standardized tests, and vision and hearing screenings are just a few of the procedures used to locate students who may need special education services. Early intervention programs are in place at all elementary schools for the purpose of developing and implementing curriculum modifications to prevent over identifying students with disabilities.

The members of a Planning and Placement Team (PPT), including the parent or guardian, will determine eligibility for special education services and make all educational decisions regarding students identified with disabilities. Evaluation and periodic re-evaluation will be provided in accordance with regulations found in the *Individuals with Disabilities Education Act*. The PPT meets at least annually to review progress. Eligibility is reviewed every three years.

In the event of a disagreement between the parents and the school the process outlined in the special education procedural safeguards will be followed.

Information Regarding Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination on the basis of an individual's disability. Section 504 reads:

No otherwise qualified handicapped individual in the United States shall, solely by the reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or activity conducted by any Executive agency or by the United States Postal Service.

Program or activity includes all programs and activities of a State Education Agency or Local Education Agency receiving federal funds regardless of whether the specific program or activity is a direct recipient of federal funds.

Qualified handicapped individual is any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

Our school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if a child is determined to be eligible under Section 504, to afford access to appropriate educational services and/or reasonable accommodations.

Non-discrimination Statement

The Bristol Board of Education prohibits harassment and discrimination in educational programs, services, or employment on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability in

accordance with Titles VI, VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1973, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991, and appropriate State laws.

STAFF QUALIFICATIONS:

Parents/guardians have the right to request information at the beginning of the school year about whether the student's teacher has met state qualifications (certification) and licensing criteria for the grade levels and subject areas in which the teacher is providing instruction; whether the teacher is under an emergency or other provisional status, and whether the teacher is teaching in the field of discipline covered by the teacher's certification. (Policy #4111)

STUDENT COMPLAINTS/GRIEVANCES: DUE PROCESS

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested within five calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested within five calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Education, in accordance with Board policy. A student and/or parent with a complaint regarding possible discrimination on the basis of gender should contact the Deputy Superintendent

A complaint or concern regarding the placement of a student with disabilities concerning special education or programs and services should be discussed with the Director of Special Services.

STUDENT RECORDS: CONFIDENTIALITY

Educational records will be kept for each student and will reflect the physical, emotional, social, and academic aspects of a student's development in the educational process.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto.

For the purposes of this policy:

"Parent" means a natural parent, a parent of an adopted child, or a legal guardian. If parents are divorced or legally separated, the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, and other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student unless given to parents of a student eighteen (18) years of age or

older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.

"Student record" means any item of information related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, tapes, film, microfilm, or other means. Student records include information relative to an individual student gathered within or without the school system and maintained with the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record.

"Student record" shall not include informal notes related to a student compiled by a school officer or employee as long as the notes remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.

"Substitute" means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee, agent, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
 2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
 3. Compiling statistical data; or
 4. Investigating or evaluating programs.
- Certain other officials from various government agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student

reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the district, do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding student records.

Copies of student records are available at a cost of one dollar (\$1.00) per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. (5125, 5125.1)

SUBSTANCE ABUSE

The Bristol Board of Education recognizes that students should be drug-free so that the most effective learning experiences may take place. This policy is an integral part of the Bristol Public Schools' Drug, Alcohol, and Tobacco Prevention Program and

represents one component of a district-wide effort to respond effectively to drug, mood-altering substance and alcohol related activities that may occur at school or at school sponsored activities.

Any student is in violation of this policy, if on a school bus, school grounds, during a school session, or anywhere at a school sponsored activity such individual is under the influence of alcohol, drugs or mood-altering substances; or unlawfully manufactures, possesses, uses, dispenses, distributes, sells, or aids in the procurement of alcohol, narcotics, restricted drugs, mood-altering substance, or any substances purported to be a restricted substance or drug paraphernalia. Such student shall be subject to discipline up to and including expulsion, referral for prosecution, and intervention pursuant to the provisions and procedures outlined in the Administrative Regulations. (ref:5131)

SURVEYS OF STUDENTS/STUDENT PRIVACY ISSUES

Without parental consent no student may take part in a survey. A permission slip will be sent home with the beginning of the year information packet or when a student enrolls. (#6162.51)

TESTING

The district utilizes an extensive system of tests and measurements to evaluate student progress at all grade levels. All students in grades 3-8 will participate in the Smarter Balanced Assessment for reading and math, and the CMT for science (5 & 8). (#6146.2)

TEXTBOOK CARE AND OBLIGATIONS

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed damage to textbooks, equipment, or materials.

TRANSFERS AND WITHDRAWALS

Parents of students who are withdrawing from school should notify the office one week in advance of their last day. At that time, they will be given forms for their parents to complete.

All school materials should be returned before records are forwarded to the receiving schools.

Parents of students moving within Bristol Public Schools should inform the current school of the move and immediately register their child at the receiving school.

Moves out-of-town/state or to private schools require the completion of a "Release of Records" form.

TRANSPORTATION

School transportation privileges are extended to students who meet the guidelines for distance from the school conditioned upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

If your child is a bus student, please be aware that, for the first few days of school, the bus will probably be running a little late until the drivers and the students become familiar with the routine.

If you plan to drive your child to school most days, it would be helpful if you let your child ride the bus to and from school for the first few days of school to help us make sure that each child is on the appropriate bus and is familiar with the end of the day procedure.

Bicycles

Bus students are discouraged from riding bicycles to school. Bus routes run through some heavily traveled and hazardous streets.

Student walkers, in designated grades, may ride bicycles to school. They must wear helmets, must have a bicycle permission form on file, and must walk their bicycles when they are on school grounds. Locks are also required. Students are not allowed to have skates and scooters on school grounds.

Bus Company

The bus operator for Bristol Public Schools is *First Student* (phone number 584-2225), located on Terryville Road in Bristol.

Bus Conduct

School transportation is a student privilege conditional upon satisfactory behavior on buses and at bus stops.

Students will be advised that, while awaiting or receiving transportation to and from school, they may be suspended from transportation services for unsatisfactory conduct which endangers persons or property or violates a Board policy or administrative regulation. Principals shall follow procedures in Policy 5114 Suspension/Expulsion/Removal when suspending student bus privileges.

The following list of rules is to be observed by all students riding school buses and is to be strictly enforced by all bus drivers:

1. The driver is in complete charge of the bus and the children being transported. The driver may make changes in seating, arrange for discipline as it is required, and may take all reasonable steps to ensure the safety of his/her bus and its passengers.
2. Students must remain seated at all times while the bus is in motion. Students may leave their seats only when the bus is stopped and directed by the driver or stopped at their destination.
3. No student shall embark or disembark the bus without permission from the driver or school authorities except at the student's regular bus stop or at the school.
4. Conduct on the buses will be like classroom conduct except that reasonable conversation is permissible. Inappropriate behavior of any form or manner is not permissible.
5. Food and/or beverages may not be consumed on the bus.

6. Drivers will report any misconduct on their bus to the school principal.
7. Students who refuse to comply with regulations will be advised that they may be suspended from transportation services under the conditions set forth in the Suspension/Expulsion policy and regulation at 5114/5114.1 of this manual.
8. Student who damage or deface bus or equipment on the bus will be held liable for such damage.
9. Conversation with the driver while the bus is in motion is not permitted except to call the driver's attention to any inappropriate behavior or conduct that might jeopardize the safety of one of its riders.
10. Students must not, at any time, extend their arms or heads out of a bus window.
11. The use of tobacco, drugs or any controlled substance in any form on a school bus is prohibited by state law.
12. No indecent or profane language will be permitted, and there will be no loud or disturbing talking.
13. Bus windows shall not be opened without the driver's permission.
14. Upon entering or leaving a school bus, students will avoid crowding or disturbing others. Students boarding a bus at a point where others disembark from it will always stand back away from the door and let those who are getting off do so before they attempt to board the bus.
15. Students must not throw any articles away in or about the bus.
16. The bus must be kept clean, and students must cooperate in this by not leaving waste paper or trash of any kind that will clutter up the bus.
17. The aisles must be kept clear of book bags, instruments and other possessions.
18. Animals (pets) may not be transported on school busses.
19. Students disembarking from the bus will gain eye contact with the driver prior to crossing in front of the bus.
20. Electronic devices must be non-disruptive to the driver and other passengers.

Discipline

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

1. A conference involving an administrator and the student will be held. The driver and the parent may be required to attend.
2. The administrator may suspend the student's bus-riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.
3. In the case of serious misconduct that endangers the safety of other passengers or a conference involving the administrator and the student will be held. The driver and the parent may be required to attend.
4. The administrator may suspend the student's bus-riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.

5. In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to remove the student and call for law enforcement assistance. The administrator and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Plan (IEP). (3451)

Vehicles

All vehicles coming into or leaving the school grounds are subject to the regulations of the school. (5131.1) Cars parked in undesignated areas will be towed at the owner's expense.

Video Surveillance

For the health and safety of students, video surveillance equipment may be used on buses and school property. Tapes will be viewed by the administration. Students violating bus conduct rules will be notified and disciplinary action will be taken. Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act.

VANDALISM

Vandalism by Minors

The parent of any minor/emancipated child who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to the school district shall be held liable for all such damages up to the maximum amount allowed under state law.

The liability provided under Connecticut General Statutes 52-572 does not relieve the minor(s) of personal liability for such damage or injury. This liability of the parent for damages done by a minor child is in addition to any other liability that exists in law.

The parent or guardian of a minor child shall also be held liable for all property belonging to the school system lent to the student and not returned upon demand of the school system. The student may also be subject to disciplinary action.

VISITORS

Parents and other visitors are welcome to visit Bristol schools. All visitors must first report to the office, sign in and wear a visitor's badge. Visits to individual classrooms during instructional time shall be permitted only with the principal's approval, and with advanced notice. Visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

(1250, 1251)

VOLUNTEERS

Volunteers will work under the supervision of staff, assisting with tasks that may include tutoring, chaperoning field trips, coaching, clerical support, mentoring, and other appropriate assignments.

In our continued effort to maintain a safe learning environment, all school visitors, including volunteers, must report to the office upon arrival and before departing. A sign-in and sign-out log will be maintained in each school office. Volunteers should record both arrival and departure times and indicates the purpose of their visit. Additionally, volunteers will be provided with identification badges that must be displayed during each visit.

Volunteers are expected to exhibit standards of conduct equal to those of the school staff and to observe all Board of Education policies. This includes, but is not limited to, use of appropriate language, maintaining confidentiality, wearing appropriate attire, and exercising good judgment. (6162.4)

The building principal is responsible for conveying the contents of this regulation to all school volunteers. (1240)

WEAPONS (USE OF/POSSESSION)

Students using any instrument, article, or substance that is capable of causing death or bodily injury will result in an automatic ten (10) days suspension with referral to the Police Department and referral to the Superintendent for expulsion. Students in possession of any article or substance which is capable of causing death or bodily injury will result in confiscation of the material, notification of parents, possible referral to the Police Department, a minimum five (5) days suspension, and referral to the Superintendent for expulsion. (5131.21a)

WEBSITE

Visit the district website at: www.bristol.k12.ct.us

MISCELLANEOUS INFORMATION GRADES 6-8

REPORT CARDS

The academic year is divided into three marking periods. A student's grade in each class will be based upon on some or all of the following: daily work, effort, class participation, homework assignments, projects, tests, quizzes, laboratory work, and notebook material.

GRADING SYSTEM – Students receive numeric grades for each academic and Encore classes per marking period.

Excellent	90-100
Above Average	80-89
Average	70-79
Below Average	65-69
Failure	64 or below
Incomplete	I

Grades are accumulated throughout the school year. A final mark is given to average the three marking periods. Report cards are to be shown to parents on the day that they are issued, signed, and returned to the homeroom teacher within three school days.

INCOMPLETE

The marking period academic work has not been completed due to circumstances beyond the student's control. All incompletes must be made up two weeks after report cards are issued.

CITIZENSHIP

In addition to grades for each subject, a student receives a grade for citizenship. Citizenship ratings are:

Exemplary	95
Satisfactory	85
Needs Improvement	75
X Expectations not met	60

Explanation of Citizenship Grades

95	Exemplary	Student meets all behavioral expectations; student is a positive contributor to the class.
85	Satisfactory	Student meets almost all behavioral expectations; student is increasing time engaged in learning.
75	Needs Improvement	Student sometimes meets behavioral expectations; student behavior sometimes interferes with the success of self and others; student needs redirection by adult.
60	X Expectations not met	Student rarely meets behavioral expectations; student behavior often interferes with the success of self and others; student needs consistent redirection and correction by adult.

PROGRESS REPORTS

Mid-term progress reports will be issued half way through each marking period. Progress reports may also be issued at any time during the school year if there is a noticeable change in a student's performance. At the end of the second marking periods, letters are sent home to the parent/guardian of any student who is in danger of failing for the year. #5124.

POWERSCHOOL PARENT ACCESS PORTAL

West Bristol School's parents and guardians will be able to view their student's progress using PowerSchool – Bristol's Student Information System. The PowerSchool Parent Access Portal is a web-based Internet application that will connect parents to real-time information about their child's attendance, grades, homework assignments, discipline and other related items.

Parents who are interested in this option will receive a unique user ID and password that can be used with any Internet accessible computers. You must come to the Main Office with identification in order to receive your user ID and password.

HONOR ROLL

At the close of each marking period, an honor roll is released. Core subjects are: Language Arts, Math, Social Studies, Science and Spanish. The following requirements are necessary to be listed on the honor roll (with exception of band):

High Honors

A grade of 90 or above in all core and ENCORE subjects.

Honors

A grade of 80 or above in all core and ENCORE subjects

GRADE WEIGHTING

Grade weighting is only available for the following 6-8 classes. Grade weighting is ONLY for the purpose of honor roll. The grade on the report card is the grade earned in the class.

Grade 8 Algebra+ is the only weighted course. A student can earn a grade of 87 in this course and as long as he/she has an average of 90 or above in all other core classes and ENCORE classes will earn high honors. A grade of 77 or above in Algebra+ and 80 or above in all other core and ENCORE classes will earn honors.

PARTICIPATION IN GRADE EIGHT ACTIVITIES

Grade eight students, who are on academic restriction, based on the most recent grade report, and/or have been involved in one or more of the disciplinary situations listed below, and/or are failing a core subject (Language Arts, Math, Science, Social Studies, Spanish (if enrolled) based upon current grades, will be subject to review by the administration and grade eight faculty.

As a result of the review, a student may lose participation in one or more of the end-of-the-year grade eight activities such as the eighth grade trip, the eighth grade dance, the promotion ceremony and any other eighth grade end-of-the-year activities. If a student has a final grade of 64 or below in core subjects, a student cannot participate in the promotion ceremony.

Disciplinary Situations:

- 1) Five or more discipline referrals.
- 2) One or more suspensions [this includes in-school and out-of-school suspensions].
- 3) One or more incidents of truancy.
- 4) Excessive tardiness and/or absences.
- 5) Continual problems on the bus or at the bus stop.

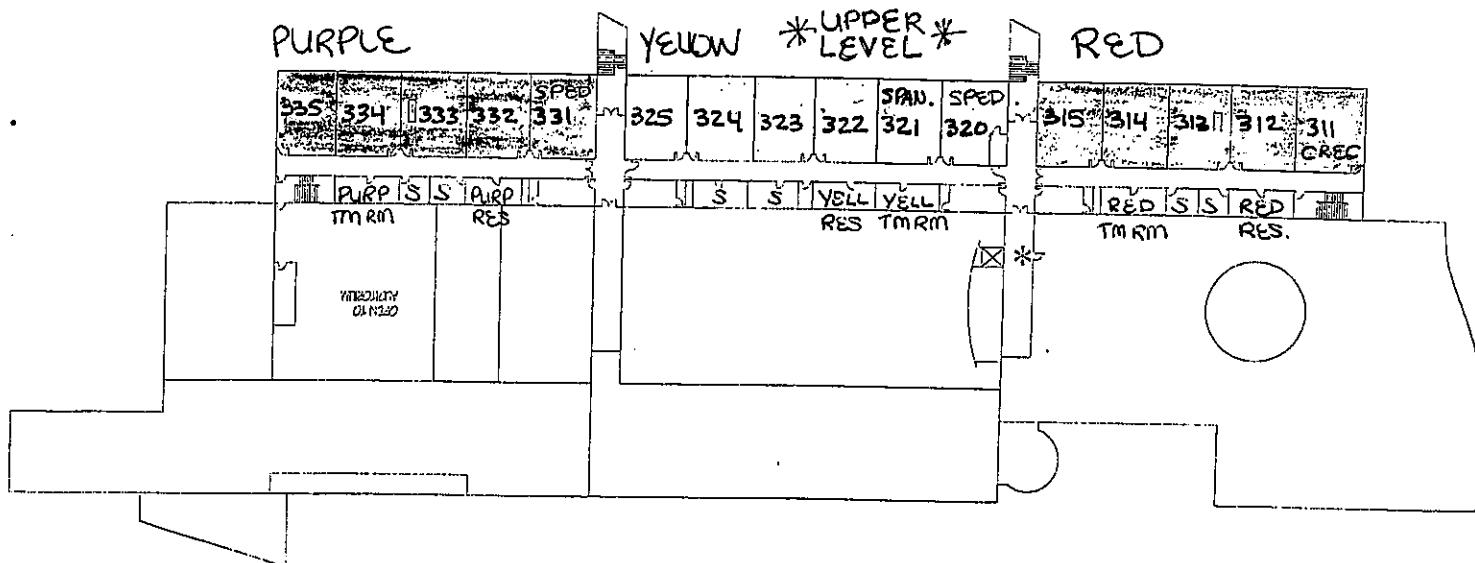
NON-DISCRIMINATION NOTICE

The Bristol Public Schools does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

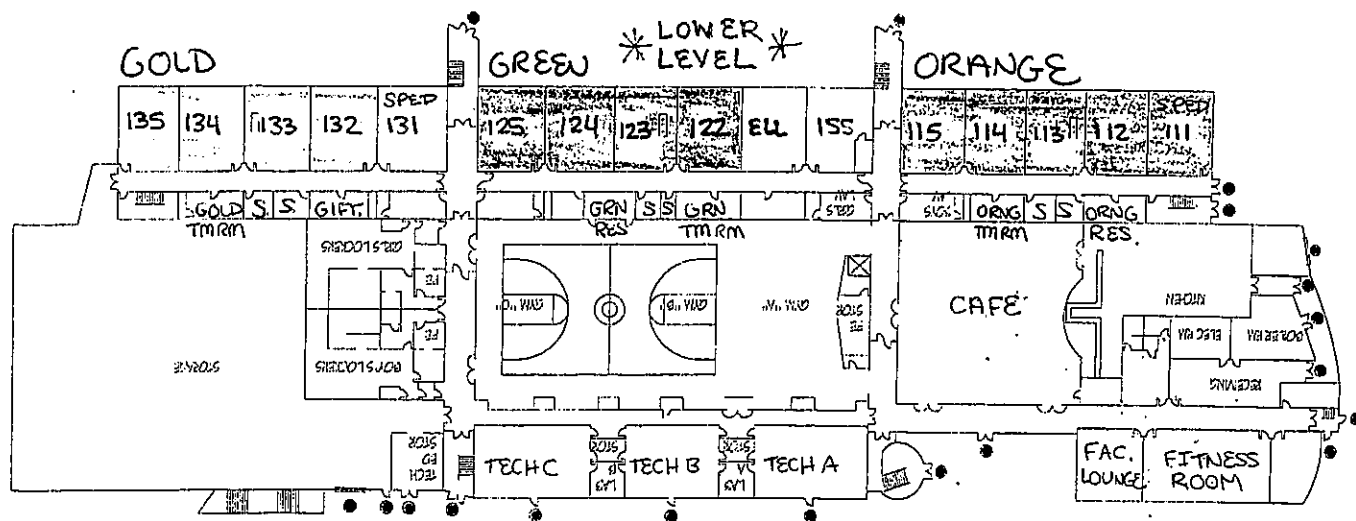
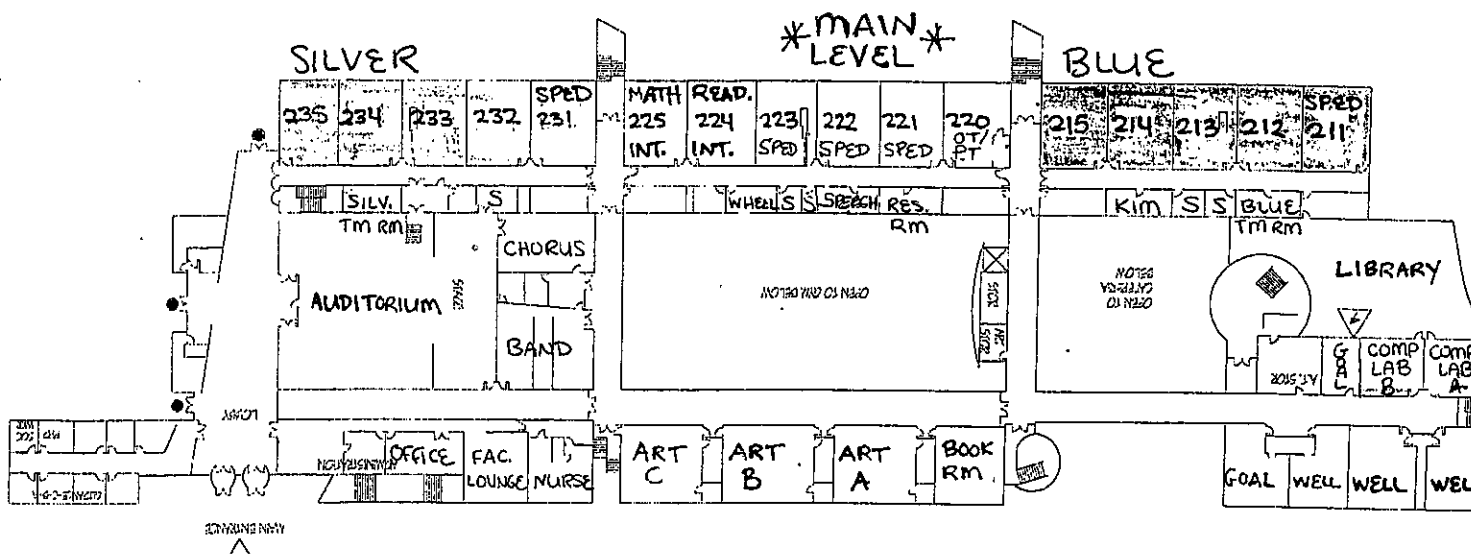
The Bristol Public Schools does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, or disability, in its programs, activities and employment practices. The following individuals are coordinators for Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabled) at the school and district levels:

Bristol Public Schools
Susan Kati Moreau, Ph. D
Superintendent of Schools
129 Church Street
Bristol, CT 06010
860-584-7007

The full text of the Bristol Board of Education Policies Manual can be accessed from the Board of Education website:
https://www.bristol.k12.ct.us/board_of_education/boe_policies



PEACEDALE STREET



BRISTOL PUBLIC SCHOOLS CALENDAR

2018-2019

Teacher Meeting Day: August 27

Professional Development Days: August 28 and 29; November 6

Vacation Weeks: Close December 21 at end of the school day – Reopen January 2

Close February 15 at end of school day – Reopen February 20

Close April 18 at end of school day – Reopen April 29

No School: Labor Day, Sept. 3; Columbus Day, Oct. 8; PDD, Nov. 6; Veteran's Day, Nov. 12;

Thanksgiving Recess, Nov. 22, 23; Martin Luther King Day, Jan. 21; Presidents Day, Feb. 19;

Good Friday, April 19; Memorial Day, May 27

****Shortened Legal Days:** Thanksgiving Recess, Nov. 21; Christmas Recess, Dec. 21

Elementary, K-8 & Middle – last three school days in June; High School – last school day in June

Parent Conference Days: (*indicates afternoon conferences)

Elementary – October 16, 17, 18*

(snow date: November 1)

March 20, 21, 22*

(snow date: April 4)

K-8 – October 24, 25, 26*

(snow date: November 8)

March 26, 27, 28

(snow date: April 11)

Middle – October 23, 24, 25, 26*

(snow date: November 8)

March 27, 28

(snow date: April 11)

High – October 16, 17, 18*

(snow date: November 2)

March 21

(snow date: April 4)

M	T	W	TH	F	
August					
TMD	PDD	PDD	30	31	2 days
September					
LD	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	19 days
October					
1	2	3	4	5	
CD	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			22 days
November					
			1	2	
5	PDD	7	8	9	
VD	13	14	15	16	
19	20	21*	VAC	VAC	
26	27	28	29	30	18 days
December					
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21*	15 days
January					
	NY	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
MLK	22	23	24	25	
28	29	30	31		21 days

M	T	W	TH	F	
February					
				1	
4	5	6	7	8	
11	12	13	14	15	
PD	VAC	20	21	22	
25	26	27	28		18 days
March					
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	21 days
April					
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	GF	
(22	23	24	25	26)	vacation
29	30				16 days
May					
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	22 days
MD	28	29	30	31	
June					
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	7 days

First Half 97 days

Second Half 84 days

Total 181

Emergency Days – Students must attend school 181 days. With no snow days the last day of school will be June 11.
Each snow day used will advance the last day of school forward to no later than June 28.

4/17/2017 nf

August 2018

Dear Parents and Guardians,

The CHMS Student-Parent Handbook is available online at <https://chms.bristol.k12.ct.us/>. Paper copies are available by request to the Chippens Hill Middle School main office.

The Bristol Board of Education requires all parents/guardians of students within the Bristol Public Schools to:

- acknowledge receipt and understanding of the Student/Parent Handbook;
- agree to Internet Access and Technology policies; and,
- grant permission or denial for media and school/district web site involvement.

Please pay special attention to handbook sections regarding Internet Use, Media and Web Site Involvement, Substance Abuse, Physical Education Requirements, and Weapons. We suggest you spend time discussing these and other policies described in the Student/Parent Handbook with your child.

Our school will issue e-mail accounts to all of our students for purposes of student teacher communications, and to develop technology related skills to meet new standards and curriculum requirements.

Internet/Technology Access

Please review the contents and implications of the **Internet Acceptable Use Policy** with your child. You will be asked to sign and return the **Agreement for Responsible Computer, Network and Internet Use** to approve your child's use of the Internet and electronic mail for educational purposes.

Media and Web Site Involvement - Permission

There will be times when the school or other media representatives such as The Bristol Press or The Hartford Courant will wish to feature our students or the school community in a web or print article and/or photograph. Additionally, teachers sometimes videotape lessons to be viewed by others to improve our instructional practices. For permission or denial regarding your child's being photographed, interviewed and/or videotaped, please indicate your preference below:

- ☐ I give permission for my child to be interviewed, photographed, and videotaped for school/public relation purposes or instructional improvement **ONLY**.
- ☐ I do not give permission for my child to be interviewed, photographed, and videotaped.

Acknowledgement of Receipt of Student and Parent Handbook

As a parent/guardian of a student within the Bristol Public Schools, I acknowledge receipt of the *Student/Parent Handbook*. I have reviewed and discussed the *Student/Parent Handbook and the Responsible Computer, Network and Internet Use Policy* with my child.

STUDENT NAME

HOMEROOM #

PARENT SIGNATURE

TEAM

DATE

See Reverse for Internet Policy Acknowledgement!

Please return a signed *Responsible Computer, Network and Internet Use Policy* along with your signature on this form to your homeroom teacher by Friday, September 7th.

Agreement for Responsible Computer, Network and Internet Use

Parental Consent

I give the Bristol School District my permission to allow my child to access and use electronic information resources for educational and research purposes throughout his or her entirety of his or her school career within Bristol Public Schools. Should I choose to withdraw my consent of my child's access and use of electronic information resources, I understand that I must do so in writing to my child's principal.

I have read the Responsible Computer, Network and Internet Use Policy and know that being a digital citizen requires my child to respect one's self, respect others, protect one's self and others, respect and protect intellectual property and respect classroom policies. I have explained and discussed its importance with my child. I understand that prior to my child's use of these resources, he/she will be instructed by school staff in the use of these resources and will also be instructed to follow the Responsible Computer, Network and Internet Use Policy.

I understand, and I explained to my child, that he/she may lose his/her privilege to use these resources at school and may face disciplinary action if he/she does not follow this Agreement and the Board's Policy. I understand that I may be held liable for costs incurred by my child's deliberate misuse of electronic information resources or of the District's electronic equipment or software programs.

I understand that the District will employ filtering programs, access controls, and active supervision by staff to protect students from any misuses and abuses as a result of their use of the District's electronic information services. I also understand that these controls, filters, and monitors are not foolproof and that my child may access material which I might consider controversial and offensive. I understand that the Bristol School District has no control over the content of the information available on the Internet. I will not hold the Board liable for materials my child obtains from these electronic information resources.

[] I give the Bristol School District my permission to allow my child to access and use electronic information resources for educational and research purposes.

[] I do not give my permission.

Student Name: _____ Homeroom: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

See Reverse for Handbook Acknowledgement!