



Metropolitan Learning Center For Global and International Studies An IB World School



2018-2019 Parent-Student Handbook

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Non-Discrimination Notice

The Metropolitan Learning Center 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 Metropolitan Learning Center does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

MLC prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil rights of all community members are guaranteed by law and the protection of those rights is of utmost importance to our school. This document is written in compliance with regulations of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights of 1964 and 1987, Title II of the Americans with Disabilities Act of 1991.

Please be aware that violation of Title IX may be a criminal matter and require police intervention. In addition, violations of Title IX may be considered may be considered a violation of child abuse legislation and warrant Department of Children and Families (DCF) intervention.

The following individuals are coordinators for Title II (disabilities), Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabilities):

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Dear Students and Family Members of the Metropolitan Learning Center

Dear Students and Family Members of the MLC Community:

Welcome to the 2018-2019 school year! We look forward to a year of commitment, hard work, and successes. Working in partnership with our MLC community, we will build on the past successes of MLC and identify areas in which we can continue to grow in the future. As a school, we are committed to working closely with our students and families. Beginning with the guidelines outlined in this handbook, we strive to create a culture of high expectations, behaviorally, socially, and academically.

At MLC, one of our themes is **Choose Excellence**. It represents the power and agency that we each have in crafting our paths. We make choices in each moment and, at all crossroads, encourage each member of our community to choose to be excellent. We will choose excellence in our demeanor, in our dress, in the quality of our academic work and our work in our communities. When we can get by with mediocrity, we must instead choose excellence as our path. We will do so by exemplifying the learner profile in our daily lives and striving to always exceed our personal best.

At the beginning of each year, we invite parents to communicate proactively with teachers and administrators at MLC. Through the development of strong home-school partnerships, we can ensure that each student has the support and accountability to reach new heights. We will communicate regularly throughout the school year regarding student progress and community activities.

Parents and students are asked to read this handbook together. We ask those of you who are returning to MLC, as well as those of you who are new families, to take the time to learn about and discuss school policies as well as our IB initiative. Each year we refine policies and practices to ensure that we continue to raise the bar and push ourselves to be excellent, so please be sure to carefully review. We encourage and expect all members of our community to uphold the norms articulated within the handbook.

Please read and sign the **Parent-Student Acknowledgement Form** to verify that you have read and understood the contents of the Parent-Student Handbook. **Please return this form to school within the first week of school and don't hesitate to contact us with any questions about the handbook.**

We look forward to a great year!

Mrs. Sasha Douglas, Principal
Mrs. Yesenia Hernandez, Assistant Principal of the High School
Mr. Henry Munoz, Assistant Principal of the Middle School
Ms. Alexis Stolarun – Dean of Students of the High School
Mrs. Kristine McAllister – Dean of Students of the Middle School
Mrs. Emily Wright – Middle Years Programme Coordinator
Mrs. Caroline Alexopoulos - Diploma Programme Coordinator
The Faculty and Staff of the Metropolitan Learning Center Magnet School

Acknowledgement of Review Of the Student and Parent Handbook

Please sign and return to MLC by the first Friday of school. The handbook will be sent electronically and will be posted on the MLC website. Students will also be provided with hard copies in the front of their MLC agendas.

Be sure to carefully review MLC's Family and Student Handbook, including MLC's policies regarding:

- Academics/ International Baccalaureate
- Attendance
- Bullying
- Code of Conduct
- Dress Code
- Electronics
- Technology

Any questions about information within the handbook can be directed to your child's Dean or Assistant Principal.

Grade 6: Mrs. McAllister

Grade 7 & 8: Mr. Muñoz

Grades 9 & 10: Ms. Stolarun

Grades 11 & 12: Mrs. Hernandez

My child _____ and I have reviewed the Student and Parent Handbook and we are committed to the collective expectations of the Metropolitan Learning Center.

Date

Grade Level

Parent Signature

Student Signature

International Baccalaureate World School

The CREC Metropolitan Learning Center for Global and International Studies is an authorized International Baccalaureate World School, and it offers the Middle Years Programme in grades 6-10 and the Diploma Programme in grades 11 and 12. We believe that these programmes are at the heart of our mission and will guide our students as agents of change, creating a better and more peaceful world.

International Baccalaureate World Schools share a common philosophy:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

For more information, visit: www.ibo.org.

Middle Years Programme (MYP) Overview:

The IB Middle Years Programme (MYP), for students aged 11 to 16, is designed as an inclusive, whole-school programme by the International Baccalaureate (IB), a not-for-profit organization supporting the education of more than 1 million students every year in over 3,900 schools in 147 countries.

At the core of all IB Programmes is the learner profile, 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

In the MYP, students study 8 subject groups, with a minimum of 50 teaching hours per subject group each year.

The MYP: a unique approach, relevant for a global society

The MYP aims to help students develop their personal understanding, their emerging sense of self, and responsibility in their community. MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally-minded.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- **Service as action (community service).** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, and provide stepping stones toward the Diploma Programme's core requirements for Creativity, Action and Service (CAS).
- **Language and identity.** MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.
- **The personal project,** for students completing the programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

Diploma Programme (DP) Overview:

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's
- unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service.

More information is available at <http://www.ibo.org/dp/>.

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CREC Magnet Schools District Calendar 2018-2019

182 Student Days, 188 Teacher Days

August 2018 (3)						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018 (19)						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

Important Dates

Aug. 20-21:	Teachers Academy
Aug. 23:	Launch—District Wide Professional Development Day
Aug. 24:	Fall Staff
Aug. 27-28:	School-Based Professional Development Day
Aug. 29:	First Day of School
Sept. 3:	No School—Labor Day
Sept. 12:	Early Dismissal—Teacher Professional Development
Oct. 8:	No School—Indigenous Peoples' Day (previously Columbus Day)
Oct. 17:	Early Dismissal—Teacher Professional Development
Nov. 6:	No School—Election Day, District Wide Professional Development
Nov. 12:	No School—Veterans Day
Nov. 21:	Early Dismissal—Thanksgiving Holiday
Nov. 22-23:	No School—Thanksgiving Holiday
Dec. 5-7:	Early Dismissal—Elementary and Secondary School Parent Teacher Conferences
Dec. 21:	Early Dismissal—Winter Break
Dec. 24-31:	No School—Winter Break
Jan. 1:	No School—New Year's Day Observed
Jan. 9:	Early Dismissal—Teacher Professional Development
Jan. 21:	No School—Martin Luther King Day
Feb. 4:	No School—District Wide Professional Development
Feb. 13:	Early Dismissal—Teacher Professional Development
Feb. 18-19:	No School—President's Day and Break
March 13-15:	Early Dismissal—Elementary and Secondary School Parent Teacher Conferences
April 3:	Early Dismissal—Teacher Professional Development
April 8-12:	No School—Spring Break
April 19:	No School—Good Friday
May 22:	Early Dismissal—Teacher Professional Development
May 27:	No School—Memorial Day
June 5:	Early Dismissal—Teacher Professional Development
June 12:	Early Release—Last Day of School

October 2018 (22)						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018 (18)						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018 (15)						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

January 2019 (21)						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019 (17)						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019 (21)						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April 2019 (16)						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019 (22)						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019 (8)						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

Key

- Teachers Academy
- No School—Holiday/Break
- No School—Mandatory PD dates for all teachers
- Early Dismissal
- Early Dismissal/Elementary and Secondary Parent Teacher Conference
- First/Last Day of School

Makeup days/snow days will be added in June.
A student's observance of a religious holiday is considered an excused absence.

This calendar may be changed by CREC Council action or by indement weather conditions. Such changes will be announced as far in advance as possible. School cancellations (i.e. snow days) will extend the school year.



Rev 5/2018

A View of the Culture, Curriculum and Collective Expectations of MLC

The Metropolitan Learning Center Magnet School for Global & International Studies (MLC) is a Capitol Region Education Council (CREC) Magnet middle and high school (grades 6-12) enrolling students in partnership with districts throughout the capital region. The Metropolitan Learning Center is an authorized International Baccalaureate World School. MLC is authorized to offer the five-year Middle Years Programme and the two-year Diploma Programme.

MLC provides a systems-based approach curriculum to teaching international studies. This approach is one that teaches students from diverse backgrounds to appreciate their similarities and differences while preparing them for the best colleges and success in their careers in the international workplace. At every grade level, there is an interdisciplinary team of teachers who work to ensure that students are supported as they develop as global learners.

At the Metropolitan Learning Center, we look at everything we do through the eyes of the learner as our students evolve into world citizens. Our partnership approach – among educators, students, and parents – is designed to empower students to discover their passion and place in their many communities, from local to global.

Our nationally recognized global-systems curriculum emphasizes cross-cultural awareness, knowledge of the global dynamic, state of the planet awareness, and understanding of the consequences of human choice. The philosophy, assessment, and curriculum, especially in terms of its alignment with the International Baccalaureate standards and practices, prepare students to meet the world as prepared and thoughtful global citizens. Learning is enhanced through hosting of international visitors and foreign exchange students. MLC students apply their classroom experiences through service as action, field studies, personal project and senior capstone projects.

Based on current research, high performance standards, infused emerging technology, and the study of world languages and cultures, MLC is dedicated to meeting the challenges of the 21st Century. Feedback and reflection are an integral part of the culture of the school, thus enhancing learning and personal growth, through the further development of each student's intrapersonal and interpersonal skills.

MLC has been recognized as a National Magnet School of Distinction and National Magnet School of Excellence. MLC was named by the US Department of Education as one of the most successful magnet schools in America.

Capitol Region Education Council Guiding Beliefs

Our vision is to become our member districts' primary resource to facilitate collaborative efforts that create equitable and sustainable educational opportunities, assist in maximizing district and regional resources, and advance successful educational practices for all learners at all ages.

Our mission is to ensure equity, excellence, and success for all through high-quality educational services

CREC core values:

- **Expect Excellence**
- **Demand Equity**
- **Act with Courage**
- **Embrace Collaboration**

MLC Mission Statement

The mission of the MLC magnet school, a dynamic partnership of educators, students, and parents, is to provide a forum for global and international studies so that students develop a caring, inquiring, and open-minded perspective and become empowered as agents of change creating a better and more peaceful world.

MLC's Values and Beliefs

1. We value knowledge obtained through inquiry, self-discovery and reflection.

We believe in using research based instructional strategies so learners can gain a deeper understanding and solve real world problems.

2. We value a safe and caring learning environment.

We believe in fostering an environment of mutual respect that promotes the development of risk-taking, open-mindedness and responsibility.

3. We value human ingenuity and achievement.

We believe every child can achieve and become an inquisitive life-long learner.

4. We value global and international awareness.

We believe in providing opportunities to explore other cultures and address global issues in order to develop a culture of civic responsibility.

5. We value the ability to effectively communicate in a variety of formats.

We believe communication is the foundation to promote understanding among peoples.

MLC Expectations

The Metropolitan Learning Center Magnet School for Global & International Studies program will:

- Provide a challenging curriculum enabling students to pursue a competitive post-secondary education
Provide the necessary skills and content instruction to ensure student achievement, including standardized tests.
- Provide an intensive Language Acquisition program (Spanish, French and Chinese) with a functional oral proficiency in a second language
- Foster an interdisciplinary, thematic, and performance-based/project learning approach to content learning and assessment
- Infuse technology into teaching and learning
- Provide students with an extensive variety of enrichment activities and high school electives that enhance the school's philosophy
- Provide students with the advantages of business, nonprofit organizations, and university partnerships
- Provide students with a global perspective on issues confronting society
- Provide a forum for sharing the vibrant and diverse cultural heritage of this region as well as the world
- Provide time for purposeful feedback and reflection
- Cultivate student leadership and advocacy

MLC Expectations for Parents and Families

- Parents/guardians will interact with the school in a positive manner to support the child in his/her personal and academic growth.
- Parents will stay in continual contact with the school and respond to school requests in a timely manner.
- Parents/guardians will work with the school to send clear and consistent messages to the child regarding school policies and procedures.
- Parents/guardians will ensure that students attend school on a regular basis and arrive on-time to school each day prepared to learn

Academic Honesty Policy

Academic honesty is the vital part of the MLC community. MLC fosters a learning environment where students gain an understanding of and appreciation for the values of academic honesty and personal integrity as defined in our school's mission statement and the IB Learner Profile.

Academic honesty requires students to be principled. That is, they take responsibility for completing work that is reflective of their own academic honesty and personal integrity and show respect for the dignity of others and the rights of people everywhere. Upholding academic honesty ensures that all students have equal opportunity to be inquirers and thinkers (two of the learner profile traits) as they explore ideas, demonstrate their knowledge and skills, and frame future interactions, choices and decisions with what they have learned. In short, academic honesty requires learning and practice in order for students to be prepared to act with "integrity and honesty (from the IB learner profile, "principled"):

"The key is to guide [students] in building an understanding that using other people's work is acceptable, but honesty requires them to explicitly give credit to the original author" (from Academic honesty in the Middle Years Programme, 2016).

"[Students] should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding, and thinking transparent" (from Academic honesty in the Diploma Programme, 2016).

At MLC, students develop the understanding and skills necessary to learn and create while maintaining academic honesty. All students are expected to:

- Make their work personal and use their own "voices" in their work;
- Know how to conduct research and to manage time so that work gets done properly;
- Know how to acknowledge sources and help used;
- Understand what constitutes academic misconduct;
- Know the consequences of academic misconduct;
- Ask for help from teachers when needed; and
- Act in a responsible and ethical manner throughout the IB experience.

Misconduct during standardized (SBAC, CAPT/CMT, PSAT, SAT, AP) and IB examinations:

- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behavior during examination
- For IB examinations only: Disclosure of information about the content of an examination paper within 24 hours after a written examination

Student Responsibilities

- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Reference in the text all material reproduced directly (copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information. Sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites and images.
- If any idea or argument of someone else's work is used, give that individual credit, either in footnotes or in the text in parentheses.
- Procrastination and sloppy research techniques can lead to inadvertent plagiarism. When taking notes, be sure to put information copied directly from a source in quotations. It is always better to read the material, think about it and then write the information in your own words. This will make inadvertent copying less likely to occur. Thoughtful research takes time, so plan ahead and don't procrastinate.

- Common knowledge is knowledge known by everyone or nearly everyone, generally in reference to the community to which you are writing or presenting. Common knowledge does not need to be cited. When in doubt, it is always better to cite your sources.
- Be on the safe side. Having too many footnotes, while not the most desirable in appearance or readability, is not academically dishonest; on the other hand, if someone else's work is not acknowledged that is plagiarism.
- Intentions are not relevant in judging whether or not something has been plagiarized. If credit is not given where credit is due, plagiarism has occurred. Therefore, be sure to cite sources in order to avoid plagiarism.

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning. Students may be penalized with a failing grade for the assignment or assessment, the semester, or the year. Academic misconduct identified by the IB Organization may also result in the loss of the IB Diploma.

Steps taken in the case of academic misconduct

- Investigation of misconduct
- Student(s) conference with the teacher regarding the incident
- Referral of the infraction to the administrative team (IB Coordinator, Dean or Assistant Principal, and/or Principal)
- Conference with the student, parent(s), teacher and administrative team
- Documentation of incident for student file and appropriate parties notified (IBO, prospective colleges, etc.)
- Recommendations for further study on appropriate referencing process and ethical behavior

Level 1 Offense

Violations will be handled by the teacher in the classroom. Students who are caught engaging academic dishonest activities will receive a grade of "F" or 0 for the submitted assignment, paper, test or quiz. Parents will be contacted. Students will receive an extended detention to review academic honesty policy.

Level 1 violations include (but are not limited to)

- Copying or allowing another student to copy any assignment.
- Looking at another student's answers during test or quiz.
- Taking materials from another source that is not properly credited or cited.
- Using notes and talking to another student during a test or quiz.
- Working on an assignment with others that should be done by individuals.
- A second Level 1 violation will be considered a Level 2 violation and will be dealt with accordingly.

Level 2 Offense

Violations will be handled by the teacher and administrative team. Parents will be contacted. Students will receive no credit for the submitted work and will be assigned a Saturday detention.

Level 2 violations include (but are not limited to)

- Taking papers straight from books, periodicals, newspapers or the internet.
- Using electronic device to receive or give questions and answers on a test or quiz.
- Submitting the same piece of work for more than one class.
- Copying entire papers from another student.
- Students who found guilty of Level 2 violations will not be eligible for National Honor Society membership for the next round of inductions.

Level 3 Offense

Violations will be handled by the administrative team. Consequence would include (but not be limited to) the student receiving a failing grade for the submitted work and an assigned in-school suspension.

Level 3 violations include (but are not limited to)

- Hacking and altering grades on a computer database.
- Falsifying research data, stealing laboratory reports and examination papers.

Accreditation

The Metropolitan Learning Center is an authorized International Baccalaureate World School. MLC is authorized to offer the five year Middle Years Programme and the 2 year Diploma Programme.

Add/Drop Policies for MLC Classes

When a student wants to change classes by adding or dropping a class, the changes must take place **within the first FIVE days of the semester** and the following procedure must be followed:

- Pick up an Add/Drop form from the Guidance Office
- Have the form signed by the requisite people.
- When all the signatures have been procured, bring the form back to guidance.
- The student attends the new course when all is complete.

Assessment Policy

Our core beliefs about assessment

MLC's philosophy and policies about assessment have been shaped by the CREC mission and vision, our own beliefs and experiences as MLC educators, and the standards and practices of the IB Middle Years Programme.

First, we believe that assessment, like all parts of the learning process, empowers students to become independent and capable learners and citizens. Through assessment, students are able to:

- recognize their learning styles and ways they can grow in other styles;
- understand that cultural experiences and expectations influence how they and other individuals learn;
- prepare for different types of learning and performing in ways that make sense for success;
- reflect on their preparation and performance so that they can identify areas of strength and areas for growth and improvement; and
- expect and provide constructive, useful, timely feedback from (and to) teachers and peers – and use feedback to improve their future performances.

These beliefs dovetail with the IB Middle Years Programme's assessment aims. Specifically, these aims are that assessment at IB World Schools should:

- support and encourage student learning by providing feedback on the learning process;
- inform, enhance and improve the teaching process;
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments;
- promote positive student attitudes towards learning;
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
- promote the development of critical- and creative-thinking skills;
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts; and
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

As a result of basing our assessment policy on these beliefs and aims, *how* we assess at MLC is different from how other secondary schools assess students.

Assessments Defined

At MLC, we believe that “assessment” means more than tests and quizzes and scores. Instead, we define “assessments” more broadly, as important tools in developing students’ skills and knowledge. They provide valuable feedback to students, parents, and teachers about students’ progress throughout the learning process.

We distinguish between two types of assessment, formative and summative:

<p>Formative assessment is assessment <i>for</i> learning.</p> <p>Formative assessments are used by teachers and students as evidence for: deciding how students are doing in their learning, what they still need to accomplish, and how they can achieve it.</p> <p>Formative assessment might include practice or rehearsal of skills students will need to perform on summative assessments.</p>	<p>Summative assessment is assessment <i>of</i> learning.</p> <p>It is used to evaluate student achievement. In other words, it is what you probably know assessment to be: a way to measure how much a student learned during a period of study.</p> <p>Summative assessments might include tests or papers, but they could also include projects, presentations, or other creative ways for students to convey their learning.</p>
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Assessment in Action at MLC

The single most important aim of MYP assessment is to support and encourage student learning. This means that teachers gather and analyze information on student performance and provide feedback to students to help them to be empowered to improve their performance. It also means that students have a responsibility to evaluate their own progress using self-assessment and reflection. Through all of this, students develop effective critical-thinking and reflection skills.

Assessment in the MYP is called a **criterion-related** model. Student work is assessed against criteria, or broad skill areas, in each subject. Every subject at MLC has four criteria for assessment; for each individual criterion, the highest level of achievement is 8.

Key Points

1. Assessment at MLC is criterion-related; however, the MYP and DP use different subject- specific criteria and descriptors for achievement on criterion rubrics. Please see Appendix A for the complete lists of MYP and DP subject criteria.
2. Percentages are not used in criterion-related assessment, and therefore are not used at MLC. Levels of achievement in assessment criteria, therefore, do not translate to percentages.
3. Extra credit and class participation grades are not used in criterion-related assessment, and therefore are not used at MLC. Instead, a “Commitment to Learning” (CTL) score is determined for students in each course. This CTL score reflects a student’s work habits and attitudes in each course. Please see Appendix B for MLC’s Commitment to Learning rubric.
4. Formative assessment is used for *practicing* skills, learning content, and developing understanding. Summative assessment is used for *showcasing* mastery of skills, content, and understanding.
5. For the MYP, students are provided with their own copies of MYP criteria for each subject and year. These rubrics are used to assess formative work. For summative assessments, teachers tell students in advance which criteria will be assessed, and provide students with task-specific rubrics that clarify how the criteria apply to the task. Task-specific assessment rubrics are developed and applied to all summative assessment tasks. These rubrics should link the subject criteria’s level of achievement descriptors with task-specific clarifications.
6. The final level of achievement for both MYP and DP courses is 7.
 - a. Each subject’s four criteria have a maximum level of 8, as does the “formative

performance” category.

b. To determine a level of achievement (grade) in a given course, add up a student’s levels of achievement in each criterion and the formative performance category. Then, apply the MLC grade boundaries to that total to determine the final level out of 7.

c. Final levels of achievement in grades are determined using a best-fit model.

Progress Reports and Report Cards

Student progress is reported eight times per academic year: four times via progress reports, and four times via report cards. Progress reports are issued in October, December, March, May, while report cards are issued at the end of each academic quarter (November, late January-early February, April, June). The quarter 1 progress report only reports details regarding the students approaches to learning and habits of learning. Whereas quarter 2-4 report cards report on the following: (1) approaches to learning, (2) habits of learning and (3) academic learning.

MYP and DP Subject Criteria

MYP subject criteria	A	B	C	D
Language & literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals & societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

DP subject criteria	A	B	C	D
Group 1: Language and Literature (Literature, Language & Lit)	Understanding and interpretation	Appreciation of writer's choices	Organization and development	Language
Group 2: Language Acquisition (Spanish, Chinese)	Oral productive skills	Interactive and receptive skills	Language: writing	Using language in writing and speaking
Group 3: Individuals and Societies (History, Global Politics)	Knowing and understanding	Application and analysis	Synthesis and evaluation	Use/Application of appropriate skills
Group 3: Individuals and Societies (Business Management)	Knowing and understanding	Application and analysis	Synthesis and evaluation	Communication and methods
Group 4: Experimental Sciences (Chemistry, Biology, Environmental Systems and Societies)	Knowing and understanding	Inquiring and designing	Processing and evaluating	Communication in science
Group 4: Experimental Sciences (SEHS)	Knowing and understanding	Planning for performance	Applying and performing	Reflecting on and improving performance
Group 5: Mathematics (Mathematics, Mathematical Studies)	Knowing and understanding	Technology and inquiry	Communication and reasoning	Problem-solving
Group 6: The Arts (Visual Arts, Music)	Knowing and understanding	Developing skills	Thinking creatively	Responding
Theory of Knowledge	Identifying and understanding	Knower's perspective	Analysis of knowledge issues	Organization of ideas

MLC Final Grades and Descriptors

In order to better support students as they develop effective work habits and reflective practices, an additional category for assessment, called “Formative Performance,” has been added to MLC assessment.

This category reflects students’ scores on selected formative assessments, so that students, parents, and teachers get a better “snapshot” of a student’s academic performance in their courses. The subject criteria (Criteria A-D) for courses have not changed at all.

Similar to the criteria in each subject, formative performance will have a maximum achievement level of 8, and the “formative performance” score will be included in a student’s academic grades in the following way in each course:

Criterion A	Summative scores (8 pt. rubric)
Criterion B	Summative scores (8 pt. rubric)
Criterion C	Summative scores (8 pt. rubric)
Criterion D	Summative scores (8 pt. rubric)
Formative Performance	Best fit of selected formative work (8 pt.)
Total	40 points

Then, overall academic grades are determined based on the following chart:

FINAL GRADE BOUNDARIES		
(To determine an overall grade in a given course: add up a student’s scores in each of the four criteria and the formative performance category, and find that total in the “Boundary Guidelines” column in this chart. Then, look to the left (the “Grade” column) to see the overall course grade.)		
Grade (GPA)	Boundary Guidelines	Descriptors
1 (F)	1-6	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking around course content and skills. Very inflexible in the use of knowledge and skills.
2 (F)	7-11	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking around course content and skills. Generally inflexible in the use and application of knowledge and skills.
3 (D)	12-17	Produces work of acceptable quality. Communicates basic understanding of many concepts and contexts, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking around course content and skills. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4 (C)	18-23	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking around course content and skills. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5 (B+/B)	24-29	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication, around course content and skills. Uses knowledge and skills in familiar classroom and real-world situations and, with support, in some unfamiliar real-world situations.
6 (A-)	30-34	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication, around course content and skills. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7 (A+/A)	35-40	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking around course content and skills. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MLC/IB GRADE	LETTER GRADE	GPA CONVERSION (REG., HONORS, AP)
7	A/A+	4.3/4.55/4.8
6	A-	3.8/4.05/4.3
5	B+/B	3.1/3.5/3.6
4	C	2.2/2.45/2.7
3	D	1.1/1.35/1.6
2	F	0
1	F	0

MLC Commitment to Learning Rubric

At MLC, we believe that it is important that students and parents are provided a *Commitment to Learning* (CTL) score for each course. **This CTL score reports on the development of the skills that help students “learn how to learn,” such as communication, social, self-management, research, and thinking skills.** Reporting on these skills’ development may shed light on a student’s successes or struggles within a course.

COMMITMENT TO LEARNING RUBRIC		
0	<i>The student does not exhibit any of the descriptors.</i>	<p>The student:</p> <ul style="list-style-type: none"> • Completes assignments. • Comes to class on time. • Is organized and prepared. • Is engaged and focused. • Exhibits a positive attitude. • Collaborates and communicates respectfully. • Uses feedback to improve performance. • Reflects upon learning and growth. • Exhibits academic honesty. • Demonstrates sensitivity to and respect for different cultures and beliefs.
1	<i>Rarely, and with intensive teacher intervention:</i>	
2	<i>Infrequently, and with regular teacher intervention:</i>	
3	<i>Occasionally, and with some teacher intervention:</i>	
4	<i>Generally, and with some teacher intervention:</i>	
5	<i>Usually, and with minimal teacher intervention:</i>	
6	<i>Usually, and without teacher intervention:</i>	
7	<i>Consistently, and without teacher intervention:</i>	

PowerSchool Parent Portal

Parents with internet access can view pertinent information on their child including grades, attendance and teacher comments, using the PowerSchool parent portal. Teachers will update the grades in PowerSchool (<http://crecpowerschool.com/public>) weekly.

Class Rank

Rank in class will be determined by use of a weighted grade point system.

Weighted Grades

The curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty

Weighted Quality Points:

- A. Independent Study shall be an unweighted course.
- B. A student's transfer grades from other schools shall be evaluated by the Principal or designee in accordance with the established criteria so that all grades will be included in the student's quality point average.

Honor Roll

Honors – minimum GPA of 3.0 and no grades of 1, 2, or 3

High Honors – minimum GPA of 3.5 and no grades of 1, 2, or 3

Honors with Distinction – minimum GPA of 4.0 and no grades of 1, 2, or 3

A Principal award is given to the students with the highest GPA in each class

Athletics

Middle School

Middle School Sports will be held 2 days a week. Participation in the program is guided by CREC's Athletics Handbook. All students and parents/guardians will be required to review expectations before a child is able to participate.

High School

All existing MLC High School Sports are Varsity Level sports and will be held at MLC or a designated field/location. The high school football program is a co-op and practices and games will be held at Public Safety Academy (PSA). Participation in CREC Colts will be open to students from Metropolitan Learning Center who meets the Athletic Requirements and transportation to PSA will be provided.

Academic GPA requirements/Policy for both Middle School and High School

In order for a student athlete to be eligible for a sport, he/she must have met the MLC eligibility. Eligibility for first quarter is based on fourth quarter grades from June of the previous school year. Students must have a C average or better to participate in games/meets/matches (IB conversion= 2.2). If a student fails one course, he/she may still be eligible, as long as the C average is maintained. **However, if a student fails two courses, he/she will not be eligible, regardless of grade average.** Students with a 1.7 are eligible to apply for academic probation and to participate in practices ONLY until report cards post for the next quarter and GPA's are reviewed again. **Students must complete an academic probation plan and submit it to the MLC Athletic Director.**

Freshman and incoming 6th Graders are exempt from this for the start of the Fall Season ONLY

For all other seasons, students must have a GPA of 2.2 from the previous quarter to be eligible to participate in games/meets/matches. Students with a GPA of 1.7 who are granted academic probation may participate in practices ONLY until report cards post for the next quarter and GPA's are reviewed again.

Requirements/Policy for Both Middle School and High School

- There is a MANDATORY Parent Meeting at the beginning of each season. Parents must attend to receive required information about safety as well as from the coaching staff. This meeting must be attended for each

season an athlete plays as it is vital that parents meet with coaches to receive vital information, expectations, and schedules for the upcoming seasons.

- In order for a student to be eligible to play at sport at either the Middle School or the High School level, all equipment/uniforms/etc from the previous season need to be returned or paid for. Athletes are responsible to take care of and return school issued items in good condition or to reimburse the school for damages items before participating in another sport. A student will not be permitted to try out for another sport until all items are settled.

Behavior

If there is disciplinary action on a school day, i.e. ISS/OSS or an After School Detention – **athletes are NOT permitted to participate in nor observe practices or games as spectators.** Athletes will be asked to go home via bus/pick up. If this is a reoccurring issue, this is grounds for dismissal from a team.

Attendance

Students who miss more than 40% of the school day are officially absent for the day (students must be present for 4 1/4 hours of the 7 hour school day). Late students who miss more than 40% of the school day require a parent's excuse to enter the building. However, these students will not be eligible to play or practice if involved in sports.

The MLC Nursing Staff will be able to provide routine Sports Physicals during the school year for those students who are enrolled in the School Based Health Center. Please contact the Nurses' office to schedule an appointment if needed.

School announcements are made prior to the end of the school year and before each season informing students and parents of the procedure for students to sign up for a particular sport. Sign-Ups occur in the cafeteria during lunch waves. Students and parents/guardians must complete and return the required Athletic Participation Forms prior to a student being allowed to participate. As a reminder, medical clearance is required each school year in order to participate in the athletic program. **A current physical (valid for 13 months) must be on file in the nurse's office to be eligible to play.**

2017-18 Sport Offerings

No students will be allowed to participate in the sports program without proper medical clearance from the School Nurse. (See: Parent Consent/Permission Form & Blue Health Assessment Record needed for Physical Exam.)

SEASON	HIGH SCHOOL	MIDDLE SCHOOL
FALL (Sept-Nov)	Coed Cross Country Boys Soccer Girls Soccer Girls Volleyball Football (V & JV)	Coed Cross Country Boys Soccer Girls Soccer Girls Volleyball
WINTER (Dec-Mar)	Boys Basketball Girls Basketball Coed Indoor Track	Boys Basketball Girls Basketball Coed Indoor Track
SPRING (Mar-June)	Baseball Softball Coed Track and Field	Baseball Softball Coed Track and Field

Contact the MLC Athletic Coordinator for any athletic questions/forms/needs.

MLC High School Athletic Coordinator - Kristine McAllister – 860-242-7834 ext 2309. kmcallister@crec.org

MLC Middle School Athletic Coordinator – Thomas Pinnix – 860-242-7834 ext 2384. tpinnix@crec.org

Incomplete Grades as per CIAC regulations

Incomplete grades are not to be considered as passing grades. *Scholastic incompletes must be made up within ten (10) school days following the date that student eligibility was determined for the respective marking period. If there are questions about grades, please contact your guidance counselor.*

Appeal Process – Due Process

In the event a student-athlete or parent/guardian has a concern, an appeal should be submitted in writing within five (5) days and addressed in the following order:

1. Athletic Director/ Principal or Designee– The Athletic Director/Principal will then investigate the concern and render a decision within five (5) school days. The student/parent or guardian will be notified in writing of the decision.
2. Assistant Superintendent – In the event the student/parent or guardian is not satisfied with the decision rendered in step 1, the student/parent or guardian should file an appeal in writing within five (5) days of the previous decision with the Assistant Superintendent. The Assistant Superintendent will then investigate the concern and render a decision within five (5) school days. The student/parent or guardian will be notified in writing of the decision. The Assistant Superintendent will render the final decision in the matter.

Attendance and Tardiness

School is in session from 7:50am-2:50pm except as indicated on the school calendar or other notifications. Students are expected to arrive to school on time. Daily attendance is expected at MLC. When an absence is necessary, **the parent/guardian must notify the school by calling the main office or leaving a message. If a call has not been made, students are required to present a written excuse, signed by a parent/guardian, to the main office on the day they return to school.**

The MLC school day begins promptly at 7:50am. Any student arriving late will be required to have a parental excuse note stating the reason for the tardiness. (Exception: late bus arrival). Tardiness to school will be monitored daily and will be tracked. Excessive tardiness to school will result in disciplinary actions, which may include after school detention, Saturday school detention or school suspension. **Please note that there are very few reasons that students will be EXCUSED for tardies.** Those reasons include scheduled appointments or bereavement issues. **Students who miss the bus and are transported to school by parents will NOT automatically be excused.** Students who miss more than 40% of the school day are officially absent for the day. Late students who miss more than 40% of the school day require a parent's excuse to enter the building. However, these students will not be eligible to play or practice if involved in sports. Parents who routinely transport their students to school should be aware that tardies will not be excused. Teachers will make a call home and write a referral after three tardies to class. Administrators may assign consequences for two or more tardies to class or

for a lateness of 10 minutes or more. Students will receive a school consequence and loss of Dragon points for tardiness.

All Early Dismissals shall be prearranged by parents. Parents or designees **must** come to the school office and sign out their child. Children will NOT be released to parents sitting out in the car.

Parents are asked to call the school between 12:00pm and 2:30pm if a child will be picked up instead of taking the bus. Requests received after 2:30pm are not guaranteed to be delivered based on closing of the day procedures.

Absences

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly, unless they graduates or gets written consent from a parent/guardian on a district provided form to leave school at age 16 or 17. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

The CT State Board of Education has provided the following guidelines: The first nine school absences may be considered approved, with proper notification and written or verbal documentation provided from the parent. Beginning with the tenth (10th) absence, it and

those following will be excused ONLY for the reasons listed below.

“A student is considered to be ‘in attendance’ if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent.”(CT State Board of Education). The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the sending school district offices.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on the sending district provided form to leave school at age 17.

Excused Absences

A student’s absence from school shall be considered “excused” if a 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 in writing.
B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:

1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
 2. Students observance of a religious holiday.
 3. Death in the student’s family or other emergency beyond the control of the student’s family.
 4. Court appearances which are mandated.
(Documentation required)
 5. The lack of transportation that is normally provided by the district other than the one the student attends.
 6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines
- Other

1. Per guidance provided by the CT State Department of Education in May 2013, “absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence.” (i.e.: in the case of an inclement weather situation.) No parental note is needed in the circumstance.

2. Per guidance provided by the CT State Department of Education in May 2013, Extraordinary Educational Opportunities may now be considered excused absences if

the established criteria are met. Approvals for Extraordinary Educational Opportunities will be submitted by parent/guardian to the CREC Superintendent’s office 10 days prior to the trip.

The responsibility for makeup work lies with the student, not the teacher. Unless a student has an extended illness, all makeup assignments must be completed within the stipulated time stated by the teacher, after the student returns to school. If a student is absent on the date an assignment is due, that assignment should be turned in on the date that the student returns to school or it will be considered late. If a student is absent for more than one day, any work missed during that absence shall be due two days after the student returns.

Unexcused Absences

A student’s absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. The absence meets the definition for an excused absence (see above) or
- B. The absence meets the definition of a disciplinary absence.

Students who have unexcused absences may be denied credit for the make-up work which will also be reflected in the student’s final grade. **Family vacations during school time and/or time before holidays is considered an unexcused absence from school. The administration strongly disapproves of absences from school because of family vacations. Parents are urged to schedule vacations during school recesses.**

When scheduling a family vacation during school time is unavoidable, parents should submit a written request to the appropriate administrator. Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards issued quarterly. Parents are also encouraged to contact school counselors or the Assistant Principals with questions regarding attendance at any time during the year.

Leaving School Grounds/Release of Students from School

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration unless they have been approved as an a student with Early Release privileges. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a

student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children of single parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with a school administrator. The parent or guardian must sign out the student and pick up the student in the school office. If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian.

Seniors can obtain an Early Release Form to be approved by a parent, counselor and administrator. Forms can be located in the Main Office.

Tardiness

Students who are not in their class by 7:50 A.M. are considered tardy and must report directly to the office. A student discovered on school grounds who has not signed in at the office will also be considered tardy. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action if tardiness is excessive.

Bullying/Harassment

Public Act No. 11-232 defines bullying as: (A) the **repeated** use by one or more students of a written, oral, or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or (B) a **physical act or gesture** by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes **physical or emotional harm** to such student or damage to such student's property, (ii) places such student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (iii) creates a **hostile environment** at school for such student, (iv) **infringes on the rights** of such student at school, or (v) **substantially disrupts the education process** or the orderly operation of a school.

Public Act No. 11 – 232 clearly indicates that bullying may occur: on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, as well as outside of the school setting.

Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying.

Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action. A copy of the Safe School Climate Policy may be found at www.crecschools.org/mlc. The complaint procedure is also posted on the District's website and the school website.

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

The Safe School Climate Specialist is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school.

Cyber Bullying

CREC's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purposes of harassment. All forms of harassment by students over the Internet, commonly referred to as cyber bullying, are unacceptable and viewed as a violation of state law and CREC's acceptable computer use policy and regulations.

Malicious use of MLC's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other anti-social behaviors are expressly prohibited. The legal definition of "Cyber bullying" is defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

"Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital photographs are taken or transmitted. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

Students and community members, who believe they have been the victims of such misuse 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 or CREC's Director of Technology Services.

The administration shall fully investigate all reports of cyber bullying.

In situations in which the cyber bullying 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 violation of a publicized school policy. Such conduct includes, but is not limited to, threats to kill or hurt a staff member or student.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyber bullying. **In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials, as mandated by state law.**

Hazing

Students are prohibited from participating in any hazing activities. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any student organization.

Procedures for investigating claims of bullying/cyber bullying/harassment or hazing

1. The school accepts anonymous reports of bullying from students.
2. Parents or guardians may make written complaints to appropriate personnel.
3. Specific information must be included in written complaints-name, date, date of alleged bullying, name of alleged bully location where it occurred and a detailed statement of the circumstances.
4. Any person reporting bullying will receive a copy of the school's regulations and procedure.
5. All complaints are forwarded to the Safe School Climate Specialist or designee.
6. An investigation will begin and be concluded in a timely manner.
7. All possible witnesses will be interviewed (within reason).
8. The investigator will make a written report summarizing the investigation and propose disposition of the matter.
9. The complainant will be informed of the outcome of the investigation.

Sexual Harassment

is strictly forbidden on school premises and during any school programs and activities. Peer sexual harassment is **any unwelcome physical or verbal conduct of a sexual nature, such as touching or grabbing or making sexual comments directed at a person because of his or her sex, which interferes with the ability of a student to receive an education.** Students are expected to treat their fellow students with dignity and respect at all times on school property and in school programs and activities and to refrain from unwelcome physical or verbal conduct of a sexual nature.

Disciplinary action will result from violations of this policy. Violations of this policy shall be reported to teachers or administrators. Students are encouraged to report sexual harassment immediately. School personnel will take prompt and fair action to investigate any report promptly and to take the appropriate measures to stop the sexual harassment.

Procedures for investigating claims of sexual harassment:

1. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.
2. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the Principal or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 - A. Name of the complainant
 - B. Date of the complaint,
 - C. Date of the alleged harassment,
 - D. Name or names of the harasser or harassers,
 - E. Location where such harassment occurred,
 - F. Detailed statement of the circumstances constituting the alleged harassment.
4. Any student who makes an oral complaint of harassment to any of the above mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.
6. All complaints are to be forwarded immediately to the Safe school Climate Specialist or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Executive Director.
7. After receipt of any complaint, the Safe School Climate Specialist or designee handling the complaint shall promptly commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.
8. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the Executive Director. The complainant shall be advised of the results of the investigation.
9. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Human Resource Officer, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Human Resource Officer shall respond to the complainant, in writing, as soon as possible.

Hazing, bullying, harassment or sexual harassment of students or staff will not be tolerated. Any student who engages in an act that injures, degrades or disgraces another student or staff member, disrupts the educational process, or interfere with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

The Metropolitan Learning Center will not tolerate behavior that is initiated with the specific intent to intimidate or harass another person because of age, religion, ethnicity, gender or sexual orientation. In addition to school discipline procedure and notification of police, counseling sessions will be implemented with the perpetrator as well as the victim (CT P.A. #90-137). You may choose to reach a resolution by working with the school Guidance Counselor, Social Worker, or with one of the building administrators.

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

Calculator Use

Middle School Mathematics

It is recommended that all students have access to a four-function calculator both in and out of the classroom. The Middle School Mathematics classrooms are equipped with Texas Instrument calculators (TI-34) and available for students during classroom instruction only. These calculators have been approved for State and CREC administered standardized tests. MLC suggests that students purchase their own calculator for independent practice outside of the classroom. Calculators will be available for purchase during the first month of school through the grade level teacher. The cost of the calculator will reflect a school purchase price.

High School Mathematics

It is highly recommended that all students have access to a graphing calculator both in and out of the classroom. In addition to its computational features, the graphing calculator is used as an investigative tool from Algebra to Geometry and Statistics, through Calculus. The High School Mathematics classrooms are equipped with Texas Instrument calculators (TI-84) and available for students during classroom instruction only. These calculators have been approved for State, SAT, ACT and AP/ IB administered standardized tests. MLC suggests that students purchase their own calculator for independent practice outside of the classroom. Using this technology on a regular basis helps students develop confidence in their skills, proficiency in computation and greater academic success. Students can be charged up to \$150.00 for the replacement cost of a missing school calculator.

Code of Conduct

Our number one priority is to provide a safe and healthy environment in which students can learn and grow. All members of our learning community (students, faculty, staff, and parents) are expected to demonstrate appropriate behavior at all times. Our code of conduct uses common courtesy and respect as its foundation with the expectation that students will make informed and responsible decisions about their behaviors.

Students are responsible for conducting themselves properly in a respectful manner. MLC is responsible for students during the regular school day. This jurisdiction includes to and from school on the bus, any school-related activity, regardless of time or location, and any off campus school-related activity, regardless of time or location.

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

- Attending all classes and being on time.
- Being prepared for each class with appropriate materials and assignments.
- Being dressed appropriately in school code.
- Showing respect toward others.
- Behaving in a responsible manner.

- Paying required fees and fines.
- Abiding by the code of conduct.
- Obeying all school rules, including safety rules, and rules pertaining to use of Chromebooks, laptops and internet safety.
- Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense as a mandatory reporter.

During after school activities, students may not leave the building unless written permission is received by the administration from parents indicating that parents will pick up the students prior to the end of the activities. Once a student leaves an activity, he/she may not re-enter. Smoking is not allowed at any school function. All school rules are in effect during after-school activity. At the conclusion of after-school activities, it is the responsibility of the parents to pick up their child in a timely manner.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive to the educational process and is violation of policy, even if such conduct occurs off-school property and non-school time including, (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

Reference: PA 95-304, An Act Concerning School Safety and PA 96-214, An Act Concerning Revision to the Education Statutes, permit such action if covered by board policy (5131.8 OUT OF SCHOOL MISCONDUCT). Further revision by PA 98-139, An Act Concerning Student Suspensions and Expulsions. (C.G.S. 10-233c)

Safe School Climate Policy

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their ethnic background, the country in which they or their parents were born, their gender, sexual orientation or any characteristics they may have.

Equal Opportunity

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

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

Child Abuse

All school employees, including paraprofessionals, coaches of intramural or interscholastic athletics, teachers, principals, superintendents, and other professional school staff including school counselors, social workers, psychologists and licensed nurses are obligated by law (C.G.S. 17a-101) 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 staff receives yearly training in their use. Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect, a report will be made. The school will work with parents and appropriate social agencies in all cases. Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatments such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

Sexual Abuse Prevention and Education Program

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students

age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

Dangerous Weapons and Instruments

No guns, knives, tazers, or any other objects, including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. “Look-a-like” weapons which may evoke a response causing bodily harm are prohibited. 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. Military paraphernalia or books depicting weapons are also prohibited in school unless they are part of an approved school research project.

Reference: PA 94-221 amended C.G.S. 10-233d and requires expulsion of a student who brings a deadly weapon to school.

PA 95-304 amended C.G.S. 10-233a through 10-233f and requires expulsion of a student for a calendar year if the student is found to be in possession of a deadly weapon on school grounds.

PA 96-244 adds martial arts weapons possession as cause for expulsion (C.G.S. 10-233d)

Smoking

Smoking or use of tobacco products, electronic-cigarettes, electronic nicotine delivery systems or other vapor products or lighters on school property or at any school-related or school-sanctioned activity, on or off school property is prohibited.

Substance Abuse

As stated in the Code of Conduct section of this handbook, the school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the following disciplinary actions: Immediate suspension with required expulsion for up to one year, for students who sell or distribute on or off school grounds.

Disciplinary procedures will be administered with the best interest of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians. In such cases, the decision to involve the parent/guardians will be arrived jointly by the student and the educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken. Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems.

Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

When students commit drug and alcohol-related offenses, school-imposed discipline may also include completion of an appropriate rehabilitation program.

Reference: PA 96-244 amended C.G.S. 10-233d and requires a one-year expulsion for students who offer illegal drugs for sale or distribution on or off school grounds.

Behavioral Expectations, Conduct & Discipline

CREC Magnet Schools cultivate the mind, body and heart of each student. We have a shared vision and coordinated plan for promoting, enhancing and sustaining a positive school climate. Each member of the faculty and staff understand their individual role while applying a systematic approach to developing an environment that fosters optimal academic engagement for all students. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building strong relationships amongst students and all members of the school community. For students at our schools, the classroom is a smaller version of home and family. The classroom teacher is the primary person who structures routines and classroom management, which affects discipline. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures. The teacher is the best person to handle classroom discipline. However, there are times when student behavior warrants administrative involvement. Office referrals for discipline are a last resort. In each instance of an office referral, the administration will determine the appropriate consequence.

CREC Magnet School *parents and staff* work together to:

- Promote a positive and successful educational experience for every child
- Embrace diversity
- Ensure students are college and career ready
- Foster self-confidence and self-discipline in our students
- Connect success in school to future successes in life
- Develop global awareness
- Guide students through conflicts, encourage them to restore trust and rebuild relationships
- Value and support students through disciplinary issues

CREC Magnet School *students* will:

- Demonstrate honor, respect and responsibility in their actions and decisions
- Embrace diversity
- Develop self-confidence and self-discipline
- Connect success in school to future successes in life
- Develop global awareness
- Reflect on conflict and seek ways to restore trust
- Work with teachers, administrators and parents when school rules are violated to restore environment and relationships

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration and excitement of knowledge. We believe that strong academics are positively linked with appropriate learning behaviors while students are in school. We expect school rules to be followed and will work in partnership with students and families should an issue arise, adhering to CREC Policy 5144 included below.

Article I - Disciplinary Procedures - Overview

- 1.1 When minor violations occur, the usual procedure will be a discussion of the problem with the student and counseling of the student to eliminate repetition of the violation.
- 1.2 Repeated minor occurrences or a serious violation should lead to a parental conference.
- 1.3 When these measures prove ineffective, other disciplinary measures (i.e. - removal from classroom, suspension or expulsion) may be warranted and imposed by the school principal, his/her designee, the Executive Director and/or the Council.

Article II - Removal

Removal - means an exclusion from a classroom for all or part of a single class period, provided such exclusion does not extend beyond ninety minutes.

- 2.1 The Council authorizes teachers, with the approval of the school principal, or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom.
- 2.2 Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefore.
- 2.3 Each teacher shall maintain an individual student log of disciplinary action in accordance with a designated form. The teacher shall provide the original copy of such log to the school principal when referring a student for disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal must consider the case an in-school suspension or suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.
- 2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of the removal.

Article III - In-School Suspension

In-School Suspension - means an exclusion from regular classroom activities for no more than five (5) consecutive school days. In-school suspension does not include exclusion from school. An in-school suspension shall not extend beyond the end of the school year in which the in-school suspension was imposed.

3.1 During an in-school suspension:

- a. The student must report on time to the in-school suspension room. Students who do not complete their assignments during their in-school suspension will be given additional time of in-school suspension up to an aggregate of five (5) consecutive school days.
- b. Assignments must be completed by the student and returned to the In School Suspension Supervisor.
- c. Except for lunch, no student is allowed to leave the in-school suspension room unless either an emergency exists or the student is granted permission by the teacher in charge of in-school suspension.
- d. Uncooperative students are to be reported to the office immediately.
- e. Additional classroom work may be assigned by the teacher in charge of in-school suspension when appropriate.

- 3.2 Students not complying with the in-school suspension rules indicated above, shall be suspended out-of-school after an informal hearing with the school principal or his/her designee as set forth in Article V.

Article IV - Suspension

Suspension - means exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days or a total of fifty (50) days in one school year. During the duration of an out-of-school suspension, the student will not be allowed to attend school or any school activities or functions on school grounds. Following the completion of the

suspension, a parent must accompany the student to school for a re-entry conference (if a parent does not attend the re-entry conference, the student will be placed in ISS until the meeting can take place). A suspension shall not extend beyond the end of the school year in which the suspension was imposed. For purposes of reporting, partial day removals are to be included when determining the number of days a student has been suspended.

- 4.1 Unless an emergency situation requiring the student's immediate exclusion exists, the school principal shall observe the procedures set forth in Articles V and VI, in all actions which may lead to suspension. In the event of an emergency, the procedure must be initiated as soon after the cessation of the emergency as possible, but no later than seventy-two (72) hours after the exclusion.
- 4.2 No student shall be suspended prior to having an informal hearing before the school principal or his/her designee, in accordance with Article V.

Article V - Informal Hearing Process

The following procedures shall be followed in the event that the school determines a suspension may be warranted:

- 5.1 Prior to a suspension, the student will be informed of the charges which have been posed.
- 5.2 The student will meet with the school principal or his/her designee to review the incident.
- 5.3 The student shall be granted an opportunity to refute the charges against him/her.
- 5.4 Based on the information provided to the school principal or his/her designee, the school principal or his/her designee shall make a decision. However, the school principal, if he/she deems it necessary shall investigate the matter further prior to making a decision. Upon completion of the investigation, the school principal or his/her designee shall make a decision.
- 5.5 The school principal or his/her designee shall inform the student and his/her parent or guardian of the disciplinary action imposed within a reasonable period of time.

Article VI - General Procedure Governing In-School Suspensions and Suspensions

After an in-school suspension or a suspension, the following procedure shall be followed:

- 6.1 The school principal or designee shall make every effort to immediately notify the parents and/or guardians at the last phone number(s) provided to the school by the parents and/or guardians of the student about the student's action and state the cause(s) leading to the school action.
- 6.2 Whether or not telephone contact is made with the parent, the school principal or his/her designee shall notify the parents and/or guardians in writing at the most recent address reported on school records within one school day of the action and shall offer the parent an opportunity for a conference to discuss the matter.
- 6.3 If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.
- 6.4 Any student who is given an in-school suspension or is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of in-school suspension or suspension.

Article VII - Expulsion

Expulsion - means an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one (1) calendar year. All expulsions are

handled by the home school district. The Metropolitan Learning Center may recommend to the sending school district to expel any student whose conduct endangers persons or property or is seriously disruptive to the educational process, or repeatedly violates any of the school's policies or procedures.

- 7.1 The L.E.A. may expel a student from school if, after a hearing, the Board finds that his/her conduct endangers persons or property, or whose conduct on or off school grounds is seriously disruptive of the educational process, or is violative of a publicized school policy.
- 7.2 In the event that a school principal or other school personnel has reason to believe that the student has engaged in conduct that endangers persons or property, conduct, on or off school grounds, that is seriously disrupting of the educational process or is violative of a publicized school policy, the school principal or his/her designee shall conduct an investigation into the matter.
- 7.3 If, after completing the investigation, the school principal determines that grounds for expulsion exist, he/she shall forward such request to the Superintendent of the local school district after consultation with the Assistant Executive Director within five (5) days of the conclusion of the investigation.

Article VIII - Actions Leading to Suspension or Expulsion

- 8.1 Any student whose conduct endangers persons or property or whose conduct on or off school grounds is seriously disruptive of the educational process or is violative of a publicized school policy shall be subject to discipline up to and including expulsion.

The following are examples of acts that shall be grounds for disciplinary action, up to and including, expulsion:

- a. Striking or assaulting a student or any member of the school staff.
- b. Theft or knowingly possessing stolen goods.
- c. Using obscene gestures, racial slurs or abusive language directed at a member of the school staff or other students.
- d. Participating in walkouts from, or sit-ins within a classroom or school building.
- e. Attempts at extortion or intimidating school staff or other students.
- f. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.
- g. Possession of drug paraphernalia.
- h. Possession of cigarettes, e-cigarettes and/or other types of tobacco or electronic nicotine delivery systems.
- i. Destruction of school property or personal property.
- j. Misbehavior on a school bus.
- k. Class truancy.
- l. Possession of electronic devices.
- m. Unauthorized use or misuse of computers or other technological equipment.
- n. Possession of a remotely activated paging device (unless the student obtains written permission from the school principal for possession and use of the device).
- o. Sexual harassment, harassment and hazing.
- p. Leaving school without permission.
- q. Misconduct of a nature that threatens the safety of school property or the welfare of the persons who work or study therein.
- r. Refusal to give name or giving a false name to teacher, refusal to obey or insolence towards a member of the school staff.
- s. Violation of smoking, dress, attendance or transportation regulations.
- t. Gambling.
- u. Accumulation of minor offenses.
- v. Throwing snowballs, rocks, sticks, food, etc.
- w. Failure to stay for detention.

The above noted list is not exhaustive and students may be disciplined, up to and including expulsion, for other forms of conduct that endangers person or property or whose conduct on or off school grounds is seriously disruptive of the educational process or whose conduct violates publicized school policies.

- 8.2 Students requiring special education and related services may be suspended in accordance with applicable federal and state law.

Article IX - Actions Leading to Mandatory Expulsion

In accordance with state law, whenever there is reason to believe that any student was in possession of a firearm or deadly weapon on or off school grounds, the Principal will recommend expulsion to the local Superintendent and LEA.

In the event that the Board finds, after a formal hearing, that the student possessed a firearm or weapon on or off of school grounds, the student shall be expelled from school for one (1) calendar year. However, the Board, on a case-by-case basis, may modify the expulsion period

Behavioral Choices and Consequences Learning and Living at MLC

Collective Expectations for Student Behavior and Teacher Responsibility

The school is our workplace and our job is to learn and act appropriately and professionally. These expectations will result in a higher level of engagement, purpose, and improved learning, achievement, and environment.

Level	Infraction	Consequence for First Offense	Consequence for Second Offense	Consequence for Third Offense
I MLC values an environment that promotes learning	<ul style="list-style-type: none"> ▪ Unexcused tardy to class ▪ Sleeping or head down on desk ▪ Unprepared for class (without book, computer, pen/pencil, etc.) ▪ Chewing gum ▪ Ranking/ insulting/ name calling ▪ Pass violation (time extended) ▪ Failure to follow adult directions ▪ Excessive talking ▪ Throwing items in the class/hallway 	1. Teacher/Team warning, 2. Confiscation of item (if applies), and 3. Parent contact by teacher	1. In-team assignment, 2. Teacher/Team detention, and 3. Parent contact by teacher	1. Referral to administrator 2. Teacher and Administrator contact parent 3. Consequence based on administrator discretion
II We believe every individual has personal integrity	<ul style="list-style-type: none"> ▪ Horseplay ▪ Lying to adult ▪ Pass violation (wandering halls) ▪ Inappropriate language (including general profanity) ▪ Inappropriate displays of affection ▪ Cheating or plagiarism ▪ Forgery ▪ Vandalism (minor) ▪ Repeated failure to follow adult direction ▪ Inappropriate use of computer ▪ Unauthorized use of classroom phone ▪ Verbal Harassment/Threatening ▪ Verbal Altercation ▪ Harassment-non-sexual ▪ Gambling ▪ Creating a hallway/café disruption ▪ Inappropriate use of electronics in class 	Administration Discretion 1. Teacher contacts parent, refers issue to Dean/AP 2. Extended detention	Administration Discretion 1. Teacher contacts parent and refers issue to Dean/AP 2. Saturday detention	Administration Discretion 1. Teacher contacts parent and refers issue to Dean/AP 2. ISS

<p>III</p> <p>We believe in an environment where people and property are respected</p>	<ul style="list-style-type: none"> ▪ Insubordination/Rude & Inappropriate Comment ▪ Leave class without permission ▪ Skipping/ Cutting class ▪ Profanity directed at an adult ▪ Sexual conduct/contact ▪ Throwing food ▪ Leaving school grounds without permission ▪ Possession-lighters, matches & other ignition devices ▪ Unauthorized use of a teacher's computer ▪ Inciting a fight/riot ▪ Breach of Peace 	<p>Administration Discretion</p> <ol style="list-style-type: none"> 1. Teacher and Administrator contact parent for meeting, and 2. Saturday detention 	<p>Administration Discretion</p> <ol style="list-style-type: none"> 1. Teacher and Administrator contact parent for meeting, and 2. Saturday detention, or ISS (can be on or off-site) 	<p>Administration Discretion</p> <ol style="list-style-type: none"> 1. Teacher and Administrator contact parent for meeting, and 2. ISS (can be on or off-site)
<p>IV</p> <p>We believe in a safe environment for all</p>	<ul style="list-style-type: none"> ▪ Assault on a teacher ▪ Pulling the fire alarm or creating a clear & present danger ▪ Possession, use, distribution, or selling of controlled substance (drugs/alcohol/tobacco/e-cigarettes, electronic nicotine delivery systems/ vapor products) ▪ Possession of a weapon (including BB guns) ▪ Sexual assault ▪ Fighting/Assault ▪ Theft/Stealing ▪ Repeated Bullying/Threatening/Racial Slur ▪ Sexual Harassment ▪ Vandalism (major) ▪ Battery/Assault ▪ Arson ▪ Acts of school-wide terrorism or threats 	<p>Administration Discretion</p> <ol style="list-style-type: none"> 1. Mandatory parent meeting 2. Possible ISS 3. Possible Out-of-school suspension (required parent meeting for return to school requirements) 4. Possible expulsion (per district guidelines) 5. Contact law enforcement if warranted. 		

Participation in social events (field trips/dances/ assemblies/PBIS activities) is lost for that quarter if a student has earned **two internal suspensions** or **one out-of-school suspension** in the quarter. Students must also possess a minimum amount of dragon points to participate in events. The required number of points will be determined by each grade level team.

Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against them, the student's right to present their version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any level. The appeal process for suspensions ends with a review at the Executive Director's level.

Any violations of the law will be promptly reported to the appropriate law enforcement authorities

Student infractions including failure to follow directions, inappropriate language, physical contact, tardiness, abuse of pass system, and insubordination may result in an after school detention or other consequences which will be determined by individual teams. In the event that these infractions continue, the Dean or Assistant Principal will be notified.

Social Probation

Social probation means that a student is prohibited from attending and/or participating in any school-sponsored field trips, social and/or athletic events, or any co-curricular activities. A student may be placed on social probation under any of the following conditions:

1. Repeated behavioral problems resulting in two internal suspensions or one out of school suspension: He/she will be on social probation for determined period of time (Administrator's discretion).
2. Unacceptable behavior during a previous school-sponsored field trip or event: He/she will be placed on social probation for a determined period of time (Administrator's discretion).
3. A student placed on social probation will have his/her behavior and/or academic record reviewed by the administration halfway through his/her probationary period. If his/her conduct/performance has improved sufficiently he/she will be removed from social probation status.

Dress Code - School Uniforms

MLC's school uniform is mandatory for all students. Students will be expected to be in proper school uniform **each** day of school, beginning the **FIRST** day of school. Students' uniforms will be inspected each morning and if they are not in proper dress code, they will be addressed by administration and points will be deducted. Parents will be notified to assist students in coming to school wearing the proper uniform.

High School Uniform

In order to provide more unity within the school culture and climate, all students are expected to follow the MLC dress code. Final decisions regarding compliance with the MLC dress code will be determined by MLC administration. **All high school students will be expected to come in MLC uniform: button-down shirts and tan khakis beginning the first day of school.**

Shirts: Oxford Blue and White, tucked in

Pants: Full length Khaki (tan), worn at the waist

Skirts: Khaki (tan), must be no shorter than 5 inches above the bottom of the knee

Belts: Plain and solid, worn at the waist

Shoes: sneakers or flat dress shoes

Optional: Sweaters: MLC Vest, Cardigan, or V-Neck, MLC blazers

Please contact our vendor: **Donnelly's Apparel @ 1-800-498-0045 or www.DonnelysClothing.com**

Appropriate and acceptable:

- **Neatly tucked** MLC buttoned down shirt with MLC logo
- Appropriately sized and full length khaki colored (tan) pants or skirts, no shorter than 5 inches above the bottom of the knee
- Ladies may wear appropriately sized khaki (tan) skirts, no shorter than 5 inches above the bottom of the knee.
- Belts with **plain** belt buckles
- MLC sweater(s) over MLC shirt
- Solid colored hosiery/tights
- MLC Blazers

Inappropriate and unacceptable:

- **Any alteration to school shirts or pants (ripped sleeves, etc.)**
- Baggy or cargo pants (pants with multiple pockets down the front/side) or ripped jeans
- Tight fitting pants, **skinny or straight legged pants**, or tight fitting shirts
- **Visible** shirt sleeves or **hanging** shirt hems under MLC oxford shirt
- Head-gear (doo rags, hats, head scarves, head wraps)
- Bandanas, suspenders
- Hoodies/sweatshirts

- Jackets, gloves, scarfs, hats, or other outdoor wear
- Patterned clothing/hosiery
- Leggings
- Flip flops/slippers and shoes with no backs, open-toe sandals
- Oversized jewelry, chains/spiked accessories on clothing
- Carrying or wearing blankets
- Bringing/wearing backpacks to class

Dress Casual Days/Field Trips

There may be **dress casual** days during the year. These are NOT **dress down** days and students should still maintain a **neat standard** of dress. When students are given the opportunity to dress casually, the following items are acceptable: full length jeans (**no skin showing**), and appropriately fitting shirts and skirts, sweatshirts or sweaters, sneakers or closed toe/heel shoes. The following items are NOT acceptable: leggings, tight fitting clothing, military clothing, shorts, pajamas, flip flops, spaghetti straps or head gear. **Leggings, tight fitting apparel, or clothing not deemed acceptable may result in a student being withheld from activities such as a fieldtrip.** Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, malodorousness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates (directly or by subtle implication) the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited.

Middle School Uniform

MLC's school uniform is mandatory for all students. Students will be expected to be in proper school uniform **each** day of school, beginning the **FIRST** day of school. Students' uniforms will be inspected each morning and if they are not in proper dress code, they will be addressed by administration and points will be deducted. Parents will be notified to assist students in coming to school wearing the proper uniform.

All middle school students will be expected to come in their MLC polo shirts and tan khakis beginning the first day of school.

Grade	Shirts (long or short)	Full Length Pants	Skirts	Belts	Shoes
6	MLC Polo from uniform vendor	Tan	Tan	Solid, Plain	Flat closed toe shoe
7	MLC Polo from uniform vendor	Tan	Tan	Solid, Plain	Flat closed toe shoe
8	MLC- Polo from uniform vendor	Tan	Tan	Solid, Plain	Flat closed toe shoe

***Students will only be allowed to wear MLC fleeces or sweaters purchased from our vendor.**

**You may contact Donnelly's School Apparel at:
1-800-498-0045 Or www.DonnelysClothing.com**

Appropriate and acceptable:

- **Neatly tucked** in MLC polo shirt
- Appropriately sized and full length khaki colored (tan) pants or skirts, no shorter than 5 inches above the bottom of the knee
- Solid colored belts with **plain** belt buckles
- MLC fleece
- MLC Navy blue sweater over MLC shirt
- Hosiery/tights (must be navy or white)
- Flat closed toe shoe

Inappropriate and not acceptable:

- Non MLC fleeces and sweaters
- Tight-fitting pants, (**skinny or straight legged pants**), or skirts
- Cargo pants (pants with multiple pockets down the side or front)
- Baggy pants
- Bandanas, suspenders
- Hoodies/sweatshirts
- Jackets, gloves, scarfs, hats, or other outdoor wear
- Carrying or wearing blankets
- Bringing/wearing backpacks to class
- Patterned clothing/hosiery (must be plain)
- Leggings
- Open toe sandals
- Chains/spiked accessories on clothing
- Oversized jewelry
- Head gear (doo rags, hats, head scarves,)
- Flip flops/slippers and shoes with no backs
- **Any alteration to school shirts or pants.**

Early Intervention Process (EIP)

Through the reauthorization of IDEA (Individuals with Disabilities Education Act) in 2004, schools must design and implement coordinated early intervention services to students that are not currently receiving special education services. The goal of the MLC administration and teachers is to support all students academically and socially through high quality, Scientifically Research Based Interventions (SRBI) and appropriate programming in their classes. This approach is important in order to meet the individual needs of each student. The grade level teams will work in collaboration with the guidance counselors to incorporate specific interventions for the students requiring support. If your child is exhibiting academic or social concerns, do not hesitate to contact the guidance counselors at the specific grade level. The following individuals can be contacted:

Alison Jamin- 7th and 8th Grade Counselor, (860) 242-7834 ext. 2382

Tania Thibault- 6th and 9th Grade Counselor, (860) 242-7834 ext. 2364

Antonella Maccarone- High School Counselor (last names A-K), (860) 242-7834 ext. 2365

Stacy Manfredi – High School Counselor (last names L-Z), (860) 242-7834 ext. 2307

Electronic Devices

Personal electronic devices shall not be used in any way that threatens, humiliates, harasses or intimidates students, school personnel or visitors, or otherwise violates district policies and regulations or local, state or federal laws. Students are prohibited from sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexually explicit nature on their personal electronic devices while on school premises, at school-sponsored activities, or on school transportation. Further, students are prohibited from using the camera, video or recording functions of their personal electronic devices on school premises or at school-sponsored activities where another student or individual has an expectation of privacy, including, but not limited to, locker rooms, counseling sessions, restrooms, dressing areas, etc.

Middle School

Middle School policy states that use or possession of cellular phones is not allowed during the school, between the hours of 8:00 am-3:00 pm. Cell phones must be turned off and placed in a locked locker. As such, cell phones are not to be visible in any way, including being attached to belts or pockets. Cameras and camcorders are not allowed in school.

It is strongly recommended that students NOT bring any valuable portable electronic devices to school, i.e., I-Pods, MP3 players, E-readers, blue tooth speakers, and tablets. Consequences for students who violate this policy include but not limited to: Item confiscated to be returned only to a parent or guardian, detentions, and suspension. MLC is not liable for any lost or stolen items.

High School

High School policy states that students may use electronic devices before and after school, during passing time and during lunch. Students may not use electronic devices during those times of day that have been set aside for instruction including Academic Study.

Students must turn off cell phones and electronic devices before they enter the classroom. Teachers that see a student walk into the room with an electronic device on or out will ask the student to put it away (if it is the first offense). Consequences for students who violate this policy include but not limited to: Item confiscated to be returned only to a parent or guardian, detentions, and suspension.

Students that bring electronic devices to school bear the burden and responsibility for device management and security. MLC does not assume responsibility for lost, stolen or damaged student devices.

Emergency School Closings

Inclement Weather

The Metropolitan Learning Center follows the district of Bloomfield for late openings or morning school closings.

- If Bloomfield Public Schools close, then MLC will be closed.

If Bloomfield delays the opening of school, but your town does not:

- We will have adults present to provide supervision at the usual time if you would like to transport your son/daughter.

If MLC is open and your district school is closed:

- Bus transportation will NOT be provided by CREC.
- You may however transport your child to MLC.

If your district schools have a delayed opening but Bloomfield does not:

- CREC busses will also be delayed according to your town's schedule, and we will expect your child whenever he/she is transported to MLC.

Absences or tardies in the case of inclement weather will be excused. Early closings will be made by MLC.

Announcements will be made on: WTIC am radio 1080, WFSB TV Channel 3, and WVIT TV Channel 30, and will also be available on our phone messages. MLC will also send a message to all families and staff via the School Messenger system.

Exemption from Instruction

A student may be exempted from instruction concerning Acquired Immune Deficiency Syndrome (AIDS), or Family Life and Sex Education upon receipt of a written request for such exemption from his/her parents or guardian.

Physical Activity

All students enrolled at MLC have included in the regular curriculum, time devoted to physical exercise. This requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services, a 504 accommodation plan or medical note from a physician. Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief period of respite/time-outs, referrals to a building administrator, or for safety reasons.

Expectations for Student Learning

Knowledge and Skill Expectations by Content Area Derived from the Common Core of Learning 21st Century High School Committee Connecticut's Re-Conceptualized High School

Language and Literature: The Connecticut high school graduate will demonstrate proficiency, confidence, and fluency in reading, writing, listening, speaking, and viewing; the graduate will explore and respond to classical and contemporary texts from many cultures and historical periods.

Mathematics: The Connecticut high school graduate can apply a range of numerical, algebraic, geometric, and statistical concepts and skills to formulate, analyze and solve real world problems.

Sciences: The Connecticut high school graduate will demonstrate knowledge of the basic concepts of, and interrelationship among biology, chemistry, physics, earth (including ecology) and space sciences, and will be able to apply scientific skills, processes and methods of inquiry to the real world.

Individuals and Societies (*Humanities*): The Connecticut high school graduate will demonstrate a knowledge of history, civics and government, geography and economics, the social sciences, and humanities including one year of U.S. history and one half year in civics/government.

Language Acquisition (*Spanish, French and Chinese*): The Connecticut high school graduate will demonstrate foundational knowledge and appreciation of the language and culture of one language other than English.

The Arts: The Connecticut high school graduate will create, perform and respond with understanding in at least one of the fine and performing art forms, and appreciate the importance of the arts in expressing human experience.

Technology Education: The Connecticut high school graduate show knowledge about the nature, power, influence and effects of technology and be able to design and develop products, systems and environments to solve problems.

Applied Education: The Connecticut high school graduate will experience school-to-career transition by demonstrating specific knowledge of or experience with one of the eight career clusters: arts and media; business and finance; construction technologies and design; environmental, natural resources and agriculture; government; education and human services; health and bio-sciences; retail, tourism, recreation and entrepreneurial; and technologies; manufacturing, communications and repair, and prepare for adult life and lifelong learning including understanding and preparing for parenting, family and child care responsibilities.

Health, Wellness and Physical Fitness: The Connecticut high school graduate will understand and develop behaviors that promote life-long health and wellness, and will recognize the importance of and participate in physical activities and learning designed to maintain and enhance healthy life styles.

Learning Resources and Information Technology: The Connecticut high school graduate will be a competent user of information and technology and be able to apply related strategies to acquire basic skills and content knowledge.

External Credit for Enrolled MLC Students

To graduate from MLC all students need to earn a student must have earned a total of 26 credits for the class of 2019+. On occasion, students may take a course outside of MLC and request that the credit earned be applied toward graduation requirements. The following guidelines will determine external credit eligibility toward a Metropolitan Learning Center diploma:

1. In order to earn an MLC diploma, students enrolled from freshman year at MLC are expected to earn the majority of their credits from classes taken at MLC.

2. In addition to classes taken on campus, credits and grades earned at any CREC summer program, any MLC sending school, or any accredited high school will be noted on the transcript and will become a part of the student's permanent record and will affect the grade point average and rank.
3. Students taking summer programs, not sponsored by CREC will receive credit earned and a grade of P/F.
4. Classes taken at any Connecticut Community College will be noted on the transcript; no grade or credit will be given by MLC.
5. All Courses—including online courses—taken elsewhere to accelerate placement or to meet prerequisites, must have both prior course/program approval and post course/program completion approval by MLC's Academic Review Team. This team is composed of the principal or designee, the department chairperson of the appropriate subject, and a school counselor.
6. Students new to the school will have their previous school's courses with grades earned listed on MLC's transcript. These courses will be included in the grade point average and rank.

Field Trips

Field trips are scheduled for educational, cultural, or extracurricular purposes. MLC Field Trips are extensions of the classroom, and as such, students are expected to attend. A written permission form and any fee must be received from a parent or guardian to participate in a field trip. **There is no guarantee that a fee will be refunded if a student loses Dragon points. It is the responsibility of the student to maintain his/her points in order to attend a field trip.**

All aspects of the Metropolitan Learning Center's Code of Conduct apply on field trips. Any students whose behavior is considered inappropriate or unsafe may be excluded from participation in the field trip without a guaranteed refund. Appropriate behavior is crucial if the student is involved in an international trip. Students who have been removed from an international trip have the right to appeal that decision to the building principal.

While on a trip, all students are considered to be "in" school. This means that conduct and dress code standards will be followed for the field trip activity. A student can be denied permission to attend a field trip if he/she does not attend school regularly (exceptions may be confirmed medical issues), has demonstrated continual poor academic performance, repeated behavioral problems resulting in two internal suspensions or one out of school suspension, or unacceptable behavior during a previous school-sponsored field trip or event.

For students on international trips, poor behavior while on the trip may result in the child being sent home at the parents' expense.

Fire Drills, Evacuation Drills, Bus Drills and Lockdown Drills

To comply with the Connecticut's fire laws, monthly drills will be conducted. Students are expected to follow their teacher out of the building to their designated location. **Students should remain quiet during these drills.** Students and staff will not be allowed back into the building until the administration or the Fire Department has inspected the building and given an "all clear". In order to ensure the safety of students, MLC also conducts crisis response drills (bus evacuation drills, school evacuation drills and lockdown drills) on an ongoing basis.

Family Reunification:

If an event or crisis forces the evacuation of the building and the relocation of students and staff to either the Gym or to an off-site location (Food Share), and the Executive Director or designee in conjunction with the Incident Commander, advises against reoccupying the building, the following procedure will be followed to reunite students with their families:

- A. Principal/designee initiates a School Messenger notification to alert families of the reunification process and location. The notification will have detailed information such as ID requirements and places to check in. Students with mobile phones will be encouraged to call home to inform their parents or guardians to come pick them up. The Principal/designee may also contact TV stations using the Storm Center calling protocols to broadcast notification.
- B. Secretaries will verify that any adult claiming a student is authorized to take custody of such child. Support staff will go to the specific grade level area and bring the student to the adult authorized to take the student home.
- C. Student Coordinators and Security Officers will monitor that students do not leave on their own.
- D. Faculty and staff will direct all media request to CREC Communications. The principal or designee will request that Bloomfield Police Department create a media perimeter to ensure the privacy of students and parents.
- E. Principal/designee will send School Messenger notifications at regular intervals until all students are picked up. In the event some students are late at being picked up, secretaries will make phone calls to help locate these students' parents or guardians.

Fundraising

With **prior approval** from school administration and CREC, student clubs or classes, and or/parent groups may be permitted to conduct fund-raising drives for approved school purposes. **Candy, food or any other sales promoting an outside fundraiser or for personal gains are prohibited in school. See Mrs. Ekeberg for the Fundraising Request Form.**

Governance Committee Members

CREC -	Dr. Greg Florio, Executive Director.
	Mr. Tim Sullivan, Superintendent of Schools
MLC -	Mrs. Sasha Douglas, Principal
	Mrs. Yesenia Hernandez, Assistant Principal- High School
	Mr. Henry Muñoz, Assistant Principal- Middle School
	Ms. Alexis Stolarun, Dean of Students-High School
	Mrs. Kristine McAllister, Dean of Students- Middle School
	PTO President – MLC PTO president or his/her designee
	Superintendents/Representatives from Bloomfield, East Windsor, Enfield, Hartford, Windsor, Windsor Locks

Graduation Requirements

Graduation from CREC Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the CREC Council; (3) that they have fulfilled the legally mandated number and distribution of credits, and (4) that they have successfully completed their IEP as determined by the Planning and Placement Team. Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.

CREC conforms with state regulations regarding credits for graduation from high school.

	MLC 2019+
ENGLISH	4
MATH	4
SOCIAL STUDIES	3
SCIENCE	3
WORLD LANGUAGE	3
FINE ARTS	1
PHYSICAL EDUCATION	1
HEALTH	0.5
CAREER AND ESSENTIAL LIFE SKILLS	2
STEM ELECTIVE	1
HUMANITIES ELECTIVE	1
CAPSTONE	1
ELECTIVES	1.5
TOTAL:	26

To graduate from the Metropolitan Learning Center for Global and International Studies, a student must have earned a total of 26 credits, beginning with the class of 2019 as required by MLC.

CREC will provide adequate student support and remedial services for students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, or end of the school year examinations, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core course through success on such alternate assessment.

Credits

A credit is awarded for the successful completion of a full year course. One-half credit is awarded for successful completion of a half year course.

Only courses taken in grades 9 through 12, inclusive, shall satisfy this graduation requirement except that a student may a) be granted credit for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited college or university; b) be granted credit for a study abroad course work that is deemed equivalent to the course work which the student would have completed had (s)he not traveled abroad. These credits may be counted toward the required graduation total and satisfy course distribution requirements as appropriate.

Students may use course work successfully completed in middle school to satisfy the distribution requirements for World Language and Mathematics. Criteria for success generally include completion of a course with a higher score. However, those waivers from a specific course requirement do not count as credits toward the total credits required for graduation.

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Students also may satisfy graduation requirements by the satisfactory completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.

Awards of International Baccalaureate Diploma

The IB Diploma will be awarded to those students who have completed the full IB Diploma Program requirements as defined by the IB organization. Diplomas are awarded following the release of course grades in July.

Valedictorian and Salutatorian

The valedictorian and salutatorian are determined at the end of Q3 for Senior students only, by averaging the cumulative GPA with each students first 3 quarters of senior year.

Graduation Ceremony

Student participation in the graduation ceremony is based upon students fulfilling all requirements placed forth by the State of Connecticut and Metropolitan Learning Center. Participation in graduation is a privilege, not a right. Students must be in attendance at school on the day of graduation. Students must also meet all behavioral and academic expectation in order to participate in the ceremony.

All fines and dues must be turned in or paid prior to the graduation ceremony. Final grades and transcripts will be held until final debts are resolved.

Guidance and School Counseling

Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the school counselors include helping the student function more successfully within the school environment. Counseling is an opportunity to talk with someone about things that are important to students. These opportunities to talk may be personal, social, educational or vocational. Counselors will listen and be open and honest with students. Appointments can be arranged by stopping by the guidance office before school, between classes or after school, or obtaining a pass from a teacher.

Educational and career planning guidance is available to help a child to develop a plan for his/her future. Parent notification and involvement is encouraged.

Naviance

Naviance/Family Connection, a web-based college research and career planning program designed for high school students, parents, teachers, and school counselors. The website manages individual students through the entire college planning, application and decision making process. Our students will be able to search for scholarships, explore careers, take interest inventories and investigate their learning style. They can review academic and admission data for colleges across the United States and also gauge their chances of acceptance by comparing personal GPA/ACT/SAT statistics with those of recent successful applicants.

Website Address: www.connection.naviance.com/mlcct

Health Services: School-Based Health Clinic

Each parent must complete a medical information form including a record of immunizations to keep on file in the school office for emergency needs. MLC offers a full time school nurse and a School Based Health Center which offers both physical and mental health services.

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. Scoliosis tests are administered to students in grades sixth – tenth. The results are provided to the parents.

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 from participation in school activities for an extended period of time, 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.

Administration of Medication

Parents of students requiring medication during school should contact the school nurse. Special forms, available from the school nurse, are required to permit the administration of medicine in school. All medication must be in the original container with proper labels.

Students requiring prescription medicines, including controlled substances, during school hours, must have them administered under written specific order of the student's physician/dentist and the written authorization of the parent/guardian. The school nurse will dispense all such medications. An adult must bring all medications to the school. Students are not allowed to carry medicine to or from school.

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, dentist or advanced practice registered nurse'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.

A student with asthma or an allergic condition may carry an inhaler or an Epi-pen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or Epi-pen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physician are required.

The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

Communicable/Infectious Diseases

Students with any medical condition, which within the school setting may expose others to disease or contagious and infectious conditions, 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.

Disabilities

School district will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision.

Emergency Medical Treatment

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency.

Immunizations

Under state law, all students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis B, Varicella (Chickenpox), Rubella and Hemophilus Influenza Type B. Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

In addition to the required immunizations for initial entry into school for kindergarten, regular and special education preschool programs, additional immunizations are required for entry into seventh grade and for entry into eighth grade. For further information regarding immunizations or arrangements for immunization shots to be done at MLC's School Based Health Center, please contact Ms. Dawn Carter.

Physical Examinations

All students must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a). Health assessment shall also be required in grade 6th (or 7th) and in grade 9th or 10th. All students in grades K-6 and grade 9th will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all students in grades K-3, grade 6th, 8th and grade 10th. Postural screening will be conducted for all students in grades 5 through 9.

Psychotropic Drug Use

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.

Homework

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals. Specific homework assignments may strengthen basic skills, extend classroom learning, stimulate further interests, reinforce independent study skills, develop initiative, responsibility, and self-direction, stimulate worthwhile use of leisure time, and acquaint parents with the student's work in school.

Homework is due on the day specified by the teacher or staff member. Students are expected to record their homework assignments in their agenda. Parents are encouraged to provide a quiet place to study and reinforce the importance of keeping up with one's studies daily.

Students are responsible for understanding and completing homework assignments on a consistent basis.

IB Learner Profile

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The learner profile directs schools to focus on the development of the whole person. Developing an international perspective is a critical element of, and is central to the programme; it must begin with encouraging each student to consider the point of view of someone else in the same class. By sharing experiences in the classroom setting and beyond, students can develop their awareness of, and sensitivity to, the experiences of others beyond the local or national community. (Extracted from MYP: From Principle into Practice)

Inclusive Education Policy

Students enter MLC through a lottery without any academic criteria for admission. Because of this, MLC has developed an inclusion model that provides support for students with a variety of learning styles as well as diverse educational and behavioral needs. There are many components interwoven to make this model successful.

First, there is a climate of professional collaboration which lends nicely to supporting students with diverse learning needs. Special education case managers work alongside classroom teachers in order to meet the academic needs of all learners. Special education case managers and classroom teachers consult, plan, and assist with modifying lessons in order to provide all students access to curriculum. Through this environment of collaboration, the classroom teachers develop ways to incorporate a variety of strategies into their teaching with the goal of reaching all learners. At the Metropolitan Learning Center, teachers support and encourage students of all abilities to problem solve and become internationally-minded people who, recognizing their shared humanity and responsibilities to the planet, help to create a better and more peaceful world.

Scientific Research-Based Interventions - SRBI

At MLC, we follow the SRBI model to provide appropriate supports to students; this includes a three-tiered model of supports and interventions. Tier 1 interventions are ones that regular education teachers can implement and track; these should support the majority of the student population (approximately 85% of students). The IB Learner Profile, ATL, and PBIS (Positive Behavioral Intervention and Supports) are utilized to increase positive outcomes for student academic and behavioral expectations. The Learner Profile, ATL, and PBIS meet the needs of students in the general population; we teach, enforce, and reteach appropriate behavioral expectations to all students (Tier 1).

As students demonstrate greater academic or behavioral needs, teachers and practitioners at MLC use data to determine what additional supports those students might need. Tier 2 intervention includes students from the regular education population that continue to have difficulty meeting academic or behavioral expectations; Tier 2 interventions are specifically designed to meet the needs of the unidentified student. Tier 3 interventions include but are not exclusive to our students who receive special education services. Many of the identified students at MLC receive additional behavioral supports through social work and counseling services that are provided at the school.

Differentiation

At MLC, differentiated instruction means providing different modalities to access content, process, and product in the learning environment, regardless of differences in students' abilities. This approach to instruction allows all students to set and work to achieve individual learning and behavioral goals. Differentiation provides opportunities for tiered approaches to meet high expectations.

Approaches to Learning

The IB Learner Profile and Approaches to Learning provide ways to differentiate for students with a variety of learning styles. In being reflective and open-minded, students closely consider their own learning and experiences while understanding others' cultures and personal histories. In addition, these traits lend themselves well to development of approaches to learning for students, as reflecting on learning leads to reflecting on the learning process and how students, as individuals, can be open to capitalizing and improving on their habits of learning. This correlates well with children understanding their abilities to better advocate for themselves and their individual needs. Students are encouraged to be inquirers and thinkers as well as pursue their natural curiosity. The IB concept of students being academic risk-takers as well as caring and principled allows students of varying abilities to express themselves in an open and accepting forum without fear of negative judgment or humiliation. In developing young communicators who express their ideas through a variety of modes of communication, learners' individual differences become less obvious, or possibly celebrated as the idea of "difference" shifts to a positive light. These students become knowledgeable as they are provided the opportunity to acquire in-depth knowledge and develop understanding across multiple disciplines. With a focus on the IB Learner Profile, the Metropolitan Learning Center is an environment for students to be balanced in maximizing their learning, while understanding their individual differences. Teachers are equipped with a multitude of avenues to best educate children so they can reach their full potential.

Assessment

At the Metropolitan Learning Center, a variety of different assessments are used to measure student achievement in relation to the objectives of each course. Classroom teachers and support staff, including special education teachers, interventionists, ELL teachers, school counselors, and paraprofessionals, collaborate to provide the most appropriate assessment options for all students in order to highlight their achievement and determine any areas requiring additional instruction or practice. A variety of assessment formats are used to meet individual students' learning styles and needs, including presentations, short answer questions, essays, case studies, text response questions, structured problems, data response questions, labs, and projects. These methods provide students opportunities to demonstrate their understanding through modes such as auditory, visual and kinesthetic. These different methods assess the students' retention of knowledge, understanding of key concepts, ability to analyze and present information, and to solve problems creatively.

Conclusion

At the Metropolitan Learning Center, we present a broad, balanced, and academically demanding curriculum for all of our students, while recognizing individual learning styles and accommodating the needs of our diverse population. This helps individual students affirm identity within the learner profile and ATL, and to develop self-esteem as a result. We focus on developing critical thinking and reflective skills, research skills, and the development of independent learning, while incorporating intercultural and global understanding. Through recognizing the individual strengths and areas of needs of the students, teachers at the Metropolitan Learning Center work to ensure the success of all students, and guide them toward success in both the International Baccalaureate's Middle Years and Diploma Programmes.

Internet - Acceptable Use Policy

Because MLC's students are growing up with the internet as a means of communication and research, there is a need to educate and empower them to take control safely and responsibly of their online experiences. MLC is dedicated to providing students with the awareness and knowledge they need in order to recognize and avoid dangerous, destructive, or unlawful behavior and to respond appropriately when using the internet. Guidelines have been established for the use of the Internet (Acceptable use policy distributed). Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. Students who are found violating the acceptable use policy by viewing pornographic sites will be subject to disciplinary action up to and including suspension and limited internet access to be determined by administration and technology coordinator. All students must sign an acceptable use policy which indicates that student agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the student's parent/guardian.

International Student Exchange

International Student Exchange

As a Global and International Studies School, MLC strongly encourages students to participate in meaningful long-term (summer, semester, academic year) exchanges as well as shorter term trips abroad. MLC also encourages families to host international exchange students as a way of enriching the international experience for all MLC students and raising MLC's academic standards to international levels.

MLC Student Exchange - The College Edge

"Over the years I have found that students who have returned from a significant international experience tend to have a broader outlook on the world and other cultures. They are usually risk-takers in the classroom and more engaged in the campus community. International experience seems to lead to very positive personal growth."

David Borus
Dean of Admissions and Financial Aid, Vassar College

College admissions and financial aid officers report that students who have a significant (summer, semester, year) international experience while in high school or as a 13th year are better prepared for college, manage their time better in college and graduate at higher rates than those who have not. This gives students who have had such an experience an advantage over those who have not in terms of admissions and financial aid.

Safety

MLC is a member of the Council on Standards for International Educational Travel (CSIET), a national organization charged with evaluating international exchange programs to ensure that they meet federal safety, educational and visa guidelines as established by the U.S. Departments of State and Education. All organizations for both outbound and inbound exchanges at MLC are CSIET approved. Most of these organizations have been managing international student exchange for over 50 years. <http://getstarted.csiet.org/>

Financial Aid

Many of the CSIET-listed organizations have generous scholarship packages for student accepted into their programs. There are full scholarships for students to go to Japan and Germany in particular, as well as full and partial scholarships for many other world areas. MLC students have spent a year or semester abroad for as little as \$300. Most have scholarships for children in families which have hosted international exchange students. (The cost of maintaining an adolescent in an average household in the U.S. is approximately \$10,000 per year – more than the full cost of many exchange programs.)

Academic Credit

MLC's guidance department works closely with students who go abroad during their high school career to ensure that students meet all requirements for graduation. It is a good idea for those considering a semester or year program to consult with guidance when planning their academic programs.

13th/ Gap Year

"As painful as it is to hear that your child doesn't want to go to college quite yet, it may be less painful than it would be a year from now, \$20,000 poorer and no closer to hanging his diploma in the den. Sending a kid who's not ready to college, is like sending a kid who's not feeling hungry to an all-you-can-eat buffet."

Danielle Wood, <http://www.education.com/magazine/article/mindthegap/>

More and more colleges and parents are encouraging students to do a 13th year before beginning college – some colleges even send students abroad for a semester before they set foot on campus. Why? Because colleges know that students who have engaged in meaningful service or academic work after high school, especially abroad, are much more likely to know what they want to do, to stay in school and graduate in four or fewer years, unlike the majority of student who enter college and either drop out or spend five to six years to get a degree.

Many of the CSIET programs have 13th year programs which can be anything from studying something as specialized as a language, archaeology, music or cooking or engaging in service work abroad for a summer, semester or year. AFS, for example, has a range of "Gap Year" programs for a summer, semester or a full year http://www.afsusa.org/usa_en/focus_on/community_service . Other international volunteer organizations, such as Global Volunteers (<http://www.globalvolunteers.org/>) and InterExchange (<http://www.interexchange.org/>) offer low-cost service opportunities for as little as \$3000 plus transportation for a year-long service program.

Hosting

MLC encourages families to host an international exchange student for a semester or a year as a way of bringing an authentic international experience into the household and the school. Students in MLC families which host an international exchange student may receive service learning credit for doing so with the guidance of the MLC student's social studies teacher for the year (see "SERVICE LEARNING" for more information). There is also a federal income tax credit for families who host international students on J-1 visas through approved programs.

While MLC works closely with the CSIET-listed organizations in enrolling, scheduling and supporting international exchange students, MLC does not, at this time, directly arrange the exchanges or place the students. Families interested

in hosting a student with a J-1 visa through an approved organization must contact that organization directly and complete the screening process the organization has established with U.S. Department of State guidelines. Go to <http://getstarted.csiet.org/>

Language Policy

Philosophy

At Metropolitan Learning Center it is our belief that the ability to communicate in more than one language is critical in fostering international understanding, intercultural awareness, intellectual growth and open-minded global citizens for the 21st century.

We believe learning language, learning about language, and learning through language are the most effective approaches to teaching students. We believe that the acquisition of language is a life-long process that permeates all learning and is a key factor in developing intrapersonal and interpersonal skills. We believe that all teachers are language teachers who share responsibilities in facilitating communication. Furthermore, we believe that all students should have the opportunity to learn and use a second language. This, in turn, enables students to have better understanding of the world in which we live, and promotes a global perspective and international-mindedness.

Language Profile

Metropolitan Learning Center is public, interdistrict magnet school. Students enroll in MLC from over 30 sending districts through a state-run lottery system. The mother tongue of 97% of MLC students is English, but many need support with literacy. When students enter MLC, they are asked to complete a form indicating which Language Acquisition subject (Spanish or French) they would prefer to study. Students study one language continuously throughout all seven years at the school. This ensures continuous learning of a second language as well as fulfillment of both MLC's oral proficiency graduation requirement and the state of Connecticut's high school graduation requirement for second language acquisition.

Language and Literature (English)

At the Metropolitan Learning Center, the language of instruction is English, the mother tongue of 97% of the students. MLC is a public school that must comply with all local, state and national regulations regarding language of instruction and services for English language learners (ELL). Additionally, MLC serves a student population that comes from over 30 school districts and who have had widely varying experiences with literacy in their mother tongue of English.

Language and Literature (mother tongue) classes are offered in both Reading and in Writing in Years 1-3; these follow the Teacher's College (Columbia University) "Reading and Writing Workshop" Model. This model's central feature is its focus on individualizing learning in reading and writing, which honors MLC students' diverse backgrounds and prior learning experiences.

In years 4 and 5, core texts are supplemented with independent reading, which is a requirement for all students. Again, this honors students' individuality, but also prepares students for DP-level coursework and expectations. In all years of the MYP, Language and Literature courses are developed from district curriculum documents; teachers use these documents as they write MYP unit plans that follow the IB requirements for concept-based and MYP-aligned units of study.

For students who need additional supports in their mother tongue (English), as determined by both standardized/normed assessments and school-based assessment data, certified literacy interventionists instruct and support them. Students are grouped by area of need (fluency, decoding, comprehension, etc.), and those literacy interventionists provide both direct instruction to students and instructional support to content-area teachers. In this way, students' needs are addressed in terms of improving their individual skills and teachers' approaches to teaching and learning.

For the very small number of students whose mother tongue is not English, specialized ELL support is offered and provided by certified ELL teachers for those students who are identified by state and national mandates to receive it. The regular curriculum contains themed, interdisciplinary units. Language and Literature classes include works of literature, non-fiction texts, articles and poetry in support of the units and the Reading classes support literacy in the

mother tongue through a variety of strategies. MLC students are expected to effectively communicate orally and in written form. Their understanding is demonstrated through individual, group, and whole class activities. Students are evaluated in a variety of ways including personal projects, self-reflection exercises, activities and assessments.

Language Acquisition (Spanish, French, Chinese)

At the Metropolitan Learning Center, language acquisition plays a key role in students' academic profile. MLC allows students to select between French and Spanish for MYP year 1 beginning in sixth grade. Students have the first quarter of MYP year 1 to make a final choice in the language that best reflects their personal interest. Once a language is chosen, students study that language throughout MYP years 1-5. If a student would like to explore an interest in another language they may do so upon entering ninth grade (MYP year 4). MLC currently offers

Mandarin to students in MYP year 5 only. Mandarin is not an option for years 1-4. Prospective students entering MLC in MYP year 1 do not have the option of taking Mandarin.

For students demonstrating a proficiency level higher than the language level into which they were placed (e.g., a new student to MYP year 1 phase 1 showing language proficiency at phase 4), a placement test is administered that analyzes the student's skill level in all IB language acquisition criteria. The proficiency test consists of:

- A direct interview in the target language (Criterion C)
- Oral comprehension (through audio) (Criterion A)
- reading comprehension (through text) (Criterion B)
- Visual analysis (Criterion B)
- Presentation (in written and spoken form) (Criterion D)

Depending on the results of the placement test, language acquisition teachers, administration and school counselors get involved in the decision-making process for appropriate placement.

In keeping with the Metropolitan Learning Center's mission statement, language acquisition classes are taught with the goal of fostering open-minded global citizens. We aim to create students with an intercultural and an interdisciplinary understanding. To these ends, our teachers strive for immersion in the language being learned. Classes are conducted primarily in the target language, and students are expected to participate and interact with each other using the target language.

At MLC, language acquisition faculty work to develop units that create authentic situations in which students explore other cultures' products, perspectives and practices in an effort to foster empathy for other cultures. The MLC community hosts a Hispanic Heritage Festival along with an International Fair during the school year, allowing students to demonstrate their skills and knowledge of other cultures. MLC also offers opportunities for international travel where students apply their communication skills in the target languages.

Within the language acquisition department, MYP years 1 through 5 have been mapped out to ensure that each MYP year contains the following:

- At least one interdisciplinary connection per unit.
- An exploration of a key cultural tradition, custom or practice.
- An opportunity to communicate in the target language outside the classroom setting.

In preparation for the DP Language program, language acquisition department teachers are given opportunities to meet and collaborate in order to adjust planning, instruction and assessment. These vertical meetings ensure consistency through norming and best practices that ultimately benefit all students as they look forward to continuing their readiness for the DP program.

ELL (English Language Learner) & SEN (Special Education Needs) Support

The English Language Learner (ELL) Program is a service provided to students who speak a language other than English as the mother tongue. MLC also provides comprehensive services for students with special educational needs that allow them to participate fully in mother tongue and Language Acquisition instruction.

The Metropolitan Learning Center, as a public school, is required to comply with state and national requirements regarding services for students whose home language is not English as well as for students who are identified as needing special educational services.

All parents of incoming students complete the Home Language Survey, which consists of three questions. When two or more answers indicate a home language other than English, a screening letter is sent home, and then, if necessary, the student is assessed using the Language Assessment System (LAS) to determine English proficiency. Should the student show limited English proficiency, ELL services may begin after parents/guardians are notified of the results. According to state law, parents are entitled to interpretation and translation services as needed. ELL students are given the LAS annually in order to track their progress.

English Language Learners are supported by support staff in the learning of the required skills in classes taught in Language and Literature as well as Language Acquisition classes and receive support in their mother tongue as resources allow. Students are exited from the ELL Program when they have achieved a 4 (Proficient level) on the LAS and have met other mandated criteria.

Students identified as having special educational needs with Individualized Education Plans (IEPs) are served by both regular education and special education staff; modifications in Language and Literature and Language Acquisition may be included in IEPs as necessary. Both ELL students and students with special educational needs are supported through inclusion in the content areas, including Language and Literature and Language Acquisition, with specialized individual and small group instruction guided by the appropriate staff as necessary.

Student support staff members (ELL teachers and Special Education teachers) deliver the majority of services in the general education environment by working directly with all teachers to ensure that all students have full access to the MYP program and curriculum. Student support staff members work directly with the students to ensure full participation and engagement in the International Baccalaureate programme of studies while meeting the needs of the identified learner.

Laptop/Computer Resources

Resources have been invested in technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. It is mandatory that all High School students lease an MLC computer. Students and parents must sign a user agreement regarding appropriate use of this resource and pay a \$40.00 rental fee prior to issuance of the laptop. The rental fee covers normal wear to the laptops, and does not include any damages which would be billed to a student upon damages occurred. A new computer will not be distributed if there is an outstanding bill from the previous year.

Middle School students in grades 7 and 8 will be assigned Chromebooks for school day usage and will check in and out on a daily basis. Middle School students and parents must sign a user agreement regarding the appropriate use of the Chromebook.

- Students may not bring in and use their own personal laptops/tablets.
- Students will return the equipment to the Metropolitan Learning Center upon request.
- Students will contact the MLC Tech support if they have any problems with the computer.
- CREC reserves the right to monitor activity on its systems and take appropriate disciplinary action against users who violate the contract conditions.
- Be responsible and ethical at all times.
- Use resources with permission of supervising teacher.
- Do not give out your (or other's) personal information unless approved by instructor.
- Do not tamper with hardware or software.
- Report any security problems to teacher or staff.
- Protect your password/logon from others.
- Avoid any activity that is inappropriate.

- Abide by all copyright laws and seek assistance if a question arises.
- Do not send or display comments or images that are harassing, intimidating, obscene, and/or discriminatory.
- Use the computers for the educational purposes for which they were provided.
- Reasonable personal use may be permitted, providing it does not interfere with its school purposes.
- You are responsible for your laptop.
- Do not access and/or participate in chat rooms, newsgroups, bulletin boards, etc., unless supervised by a staff member for a pre-approved instructional activity.
- Do not access or download inappropriate and/or obscene materials.
- Do report immediately any incident or contact which seems suspicious to a teacher or member of the Technology Committee.

Google Accounts

Google Apps for Education offers a free (and ad-free) set of customizable tools that enable teachers and students to work together and learn more effectively. Every student enrolled in a CREC Magnet School has a Google account. Students will use Google for educational purposes. The Google account assigned to your child was created by the district and assigned to your child. No student personal information was collected by Google in creating these accounts. As per school policies, all activities requiring internet access are supervised by the teacher. The district is in control of which Google services it provides for student use. Currently the district allows the following:

- Google Docs
- Google Sheets
- Google Slides
- Google Drive

As part of our educational technology plan, internet safety is a main component of technology use. CREC uses a product called **Gaggle** that routinely scans the CREC student Google accounts to ensure that students' use of these tools adheres to school policy. Gaggle will flag any content in the student's Google account that uses inappropriate language, poses a potential threat to the student or others, or suggests an immediate threat to the student or others. CREC administration can turn off a student's services based on the items stated in this Acceptable Use Policy. This Acceptable Use Policy (AUP) extends to all students for the duration of their enrollment at any of the CREC Magnet Schools. This policy must be read and signed before students will be given a school CREC Google Account. The Google accounts are available to students at school and at home. These tools help students keep organized, prevent lost homework, and allow students to work individually or collaboratively on school assignments. While using their CREC Google account at home, students must continue to adhere to this policy.

Proper and Ethical Use: All students in the CREC Magnet Schools must

- Practice appropriate ethical use of Google Apps and abide by the accepted rules of network etiquette.
- Accept responsibility for reporting any misuse of the Google Apps to a principal, assistant principal or any teacher.
- Make sure that other students are not being made fun of, harassed or bullied by any comment made on a Google document.

Rules of Etiquette

- Be polite at all times
- Use appropriate "school" language at all times
- Don't type abusive, hurtful or gossip-type messages
- Respect other student's privacy. In other words, don't reveal the name, home address, email address, or phone number of yourself or another student.
- Don't share passwords with other students.

The use of my Google account will be in support of and consistent with the educational goals of the CREC Magnet Schools. The use of Google will also follow the guidelines of the District's Acceptable Use Policy. Therefore, I will abide by the following:

- I will not use Google Apps to post any web materials for commercial activities, product advertisement, or political advocacy.
- I will not use Google Apps to post any obscene, discriminatory or offensive material.
- All material posted will relate to classroom assignments.
- I understand that district and school employees have the right to monitor all postings, including emails.
- I will only share and collaborate on projects that have been assigned to me by a teacher.
- I will respect the collaborative work of my teachers and peers. In other words, I will not delete or modify the work of others unless I have their permission.

Inappropriate language or harassment will result in loss of system privileges and maybe other disciplinary measures. I understand that there is no expectation of privacy for my CREC issued Google account.

Library Media Center

Students are encouraged to use the books, e-books, magazines and other materials located in the MLC Library, which are all listed in the online Follett catalog at <http://crec.follettdestiny.com>. Students have their own accounts within our Follett catalog system. This will allow students to explore and choose books, determine the availability of the books, check due dates, place books on hold and create lists of their favorite books. Students are responsible for any materials borrowed. Most books can be borrowed for 21 school days and materials must be returned to the librarian at the circulation desk on time. Students must pay for any materials they lose or damage and these charges will be recorded in Power School.

Lost and Found

Any articles which are found in the school and or on school grounds should be returned to the main office. Unclaimed articles will be disposed of at the end of each month. Loss or suspected theft of personal and or school property should be reported to the main office immediately.

Lunch

Lunch is held in the MLC Dining Commons. Students are expected to demonstrate good manners and restaurant protocol. Hot lunch and *a la carte* menu items are offered. Students may bring a bagged lunch from home. Milk, juice, and *a la carte* options are available on a daily basis. The District participates in the National School Lunch Program and offers to students nutritionally balanced lunches daily. Free and reduced price lunches are available based on financial need. Parents must apply for a free or reduced lunch at the beginning of each school year. A breakfast program is available prior to the start of the school day with the same free and reduced lunch guidelines.

Please find a sample of the Connecticut State Department of Education Application For Free or Reduced Price Meals or Free Milk form at the back of this handbook in the appendices area. There is additional sample of the SHARING INFORMATION WITH OTHER PROGRAMS form that accompanies the Application For Free or Reduced Price Meals or Free Milk form.

If students violate the good order of the dining commons, they will receive disciplinary action including lunch detention in a separate location.

Students are not allowed to call for delivery of food to school by local restaurants. Food deliveries to school for students will be rejected by the office staff. If food is taken, it will be confiscated until the end of the school day. Parents are not allowed to bring cakes or birthday items for celebration to school. Student lunches are not long enough in duration to celebrate such events and be at class on time.

All food and beverages are to be consumed in the cafeteria unless students are consuming food and beverages as part of a group activity that has been approved by the school administration or if the child is under a doctor's order for specific consumption of food or beverages. Students who violate this policy are subject to having their items confiscated.

National Honor Society & National Junior Honor Society

The MLC Chapters of the National Honor Society (Grades 10-12), National Junior Honor Society (Grades 7- 9) recognize those students who excel in scholarship, leadership, service and character. Selection to the National Honor Society (NHS) and National Junior Honor Society (NJHS) is a privilege, not a right. Students provide information to be used by the selection committee to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council.

Eligibility for Selection:

- Only those students who have attended the MLC the equivalent of one year or more may be considered for membership.
- For National Honor Society, membership is open to the MLC's Sophomores, Juniors and Seniors
- For National Junior Honor Society, membership is open to 7th, 8th, and 9th graders.
- Both NHS and NJHS inductions will occur in the fall. .
- Minimum GPA requirement is a 3.5.
- The selection is based on excellence in the 4 pillars: Scholarship, Leadership, Character and Service.

No Child Left Behind Act (now known as Every Student Succeeds Act)

While the No Child Left Behind Act was reauthorized in 2016 as the Every Student Succeeds Act, there are still several guidelines that MLC adheres to the following guidelines including the following:

Education Rights of Homeless Children and Youth

Our school and school district provide equal access and comparable services to all students regardless of their home living situation. Homeless students are not required to attend a separate school for homeless youth and have the right to benefit from programs for which they are eligible. Some examples of these programs are for students who are disabled, gifted, limited-English proficient, or participate in vocational education and preschool programs.

Who is considered "homeless"? Any child or youth not attending school who lacks a fixed, regular, and adequate nighttime residence is considered homeless and includes those who are sharing housing with others due to loss of housing or economic hardship. It also includes children and youth who are living in hotels, camping grounds, emergency shelters, cars, bus or train stations, or other similar settings. If you are not sure, please call.

What are the education rights of homeless children and youth? Our schools provide equal and comparable access to all students regardless of their home living situation. Homeless children and youth have specific rights that include:

- a. Immediate or continuation of, enrollment in school and, when desired or feasible, at the "school of origin."
- b. Prompt provision of necessary services such as transportation and meal programs.
- c. Appropriate support services and programs for which they are eligible such as programs for gifted, children with disabilities, vocational education, and preschool.
- d. Academic assistance through the district's federally funded Title I program.
- e. Parent or guardian involvement school activities.

What is the "school of origin"? The term 'school of origin' means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. It is the district's responsibility to ensure the child attends school. Consideration must be given to placement at the school of origin unless doing so is contrary to the wishes of the parent or guardian.

Local Liaison Name: Yesenia Hernandez
Telephone: (860) 242-7834 x 3671
Address: The Metropolitan Learning Center
1551 Blue Hills Ave
Bloomfield, CT 06002

Access to Student Information by Military or College Recruiters

Our district receives funds from the federal government under the No Child Left Behind Act of 2001. These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges and universities, access to the names, addresses and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number not be released by the district without prior written parental consent. If you would like to make such a request, please complete the Access to Student Information by Military or College Recruiters form found in the back of this handbook (and in MLC's main office) and return it to MLC.

Family Educational Rights and Privacy Act (FERPA) - Annual Notice for Disclosure of School Directory Information - Elementary/Middle School

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. Sometimes our school or district may disclose some student information without written consent when the information is designated "directory information" unless you have advised the school or district to the contrary in accordance with district procedures.

The primary purpose of directory information is to allow us to include some types of information in certain school publications and is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child's role in a school production
- honor roll or other recognition lists published at school or in newspapers
- school/student directory
- school or district website

Directory Information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (school records, etc.)
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

Our school district has designated the following as directory information:

- Student name
- Telephone number
- Photograph
- Grade level
- Participation in school activities
- Dates of attendance
- Awards or recognition received
- Weight and height of athletic team members

If you do not want our school or district to disclose directory information about your child without your prior written consent, you must complete the "Parent Request for Non-Disclosure of School Directory Information" which can be found in the back of this handbook by September 14, 2018 to let us know which type of directory information you wish to deny release or request prior written consent prior to release.

Family Educational Rights and Privacy Act (FERPA) - Annual Notice for Disclosure of School Directory Information - High School

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, the school may disclose some student information without written consent when the information is designated "Directory Information" unless you have advised the district to the contrary in accordance with district procedures.

The primary use for Directory Information by the district is to include this type of information in certain school publications. It is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child's role in a drama or music production
- the annual yearbook
- honor roll or other recognition lists published at school or in newspapers
- graduation programs
- sports statistics listed in programs, such as football which may include height and weight of team members.
- school or district website

Directory Information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (transcripts, etc.)
- class ring manufacturers
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

The school district has designated the following as Directory Information:

- Student name
- Address
- Telephone number
- Email address
- Grade level
- Degrees, honors and awards received
- Most recent educational agency or institution attended
- Participation in school-sponsored activities and sports
- Weight and height of members of athletic teams
- Major field of study
- Dates of attendance
- Photograph
- Date and place of birth

Two federal laws require school districts that receive assistance under the No Child Left Behind Act of 2001 to provide military recruiters, upon request, with three Directory Information categories - names, addresses, and telephone listings - unless parents have notified the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose Directory Information about your child without your prior written consent, you must notify the district in writing before September 15. Please complete the FERPA Directory Information Disclosure form which can be found at the end of this handbook and return the entire form to your child's school.

Parent Involvement/Conferences/Communication/PTO

Opportunities for Involvement

MLC wishes to have a strong bond with each and every one of our families. Research shows that families that are closely connected with their child's school help the child to be successful academically and socially. **Family involvement can take place in many forms.** We need your support so please make sure to attend as many of these events as possible.

Conferences

Parents are encouraged to become partners in their child's education. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parents' schedules. Education occurs 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. Parents/guardians should become familiar with all of the child's school activities and with MLC's academic programs.

Communication

There will be several evening activities scheduled throughout the year to keep parents involved and informed. Information for these sessions will be emailed and mailed home. Some of these events may include open house, parent report card pick up night, community conversations and PTO.

MLC PTO

The MLC Parent Teacher Organization is a vital link between the school, community and the parents it serves. Thus parents are urged to join and take an active role in the PTO. Meetings are held the first Wednesday of each month (except September) from 6:00-7:30pm in the Dining Commons or Library.

Mission of the MLC PTO

To promote the growth and enrichment of our students in school, home, and the community through global studies and to encourage our children's development and enrichment in the areas of leadership, multiculturalism and global consciousness.

Goals of the MLC PTO

- Parent advocacy
- Member communications and outreach
- Curriculum review
- Community involvement
- Cultural enrichment and diversity

We are looking forward to seeing parents at our scheduled PTO meetings. The understanding and participation in our child's education is important to all of us. This is why we have made the choice in attending MLC. Please continue to support your choice by becoming involved and volunteering your time and knowledge. Research has shown time and time again that the more a parent is involved in their child's life and education, the better that child will succeed. We hope to see you all soon.

-MLC PTO Board Members

Parking Permit/Student Automobile Use

Student parking on school grounds is a privilege, not a right. Students of driving age must complete the appropriate paperwork (permission from parents, registration of car, copy of license, current insurance, and contract) prior to being permitted to bring the car to the campus each school year. Students may only park in the designated place which is located in the Northeast section of the parking lot. **This privilege may be revoked at any time due to any behavioral issue, tardiness to school, inappropriate conduct or if a student leaves school grounds without permission. You can find the initial parking permit form in the main office which needs to be completed and signed by both student and parent in the back of this handbook.**

Positive Behavioral Interventions and Supports (PBIS)

MLC has adopted Positive Behavioral Interventions and Supports (PBIS). The three main goals for MLC are: ***Be a Role Model, Be Respectful and Be Responsible***. As part of this approach, MLC also instituted a point system. Students will start every quarter with ten (10) Dragon Points and the ten points will be replenished each quarter. All students must have at a minimum number of points set by the team and grade level administrator left in each quarter to participate in any reward activity (especially assemblies/events, raffles, ice cream socials, movies, evening activities, etc.) and **PBIS** incentives. Incentives may be offered to students who retain all or most of their Dragon Points over the course of a quarter, a semester or the year. For semi-formal dances, overnight field trips and international field studies, students are expected to have a higher number of points set by administration pending on the activity.

Point system

Out of school suspension-10 point deduction

In-school suspension-5 point deduction

Saturday Detention-3 point deduction

Missed Saturday detention without an excuse-3 points

Dean or AP Detention-2 points

Teacher Detention (behavioral only)-1 point

Lunch Detention- ½ point

Dress Code Violation- ½ point

Sweeps – 1 point

Grades 11-12

Eleventh and twelfth grade students will continue to participate in **PBIS** incentive events; eligibility will be granted based on pre-determined standard of behavior. Students who meet the standard will be eligible for the scheduled events, field trips, dress casual days, evening activities, etc. that occur during the quarter.

Eligibility Requirements

- Have no more than three referrals from any staff member during a quarter. Referrals can be written for violations of MLC Code of Conduct or any established school norm. If a student has an Out of School Suspension or two Internal School Suspensions they will be automatically ineligible.

All students will become re-eligible at the beginning of each quarter so that they may have the opportunity to participate in that quarter's events.

Promotion, Retention and Placement

Placement in High School Classes

Eighth grade students will be placed accordingly into ninth grade classes, based upon various factors, including final course grades, standardized test scores, and CREC Common Assessment scores.

Promotion/Acceleration/Transition Policy

The Metropolitan Learning Center is dedicated to the continuous development of each student enrolled in the school. MLC does not support social promotion. Students will normally progress annually from grade to grade based on meeting standards.

Exceptions may be made when, in the judgment of the certified staff, such exceptions are in the best educational interest of the student involved. The major criterion to be used by the certified staff in recommending such exceptions (acceleration or transition) shall be that such acceleration or transition will provide a more appropriate educational program for the student than the alternative (i.e., normal annual promotion). Exceptions will always be made after prior discussions with each student's parents or guardians, but the final decision will rest with the school authorities.

Legal Reference: Connecticut General Statutes, 10-221(b) Boards of education to prescribe rules

Retention Procedures

The policy for retention will be followed as articulated in the CREC policy manual.

It is expected there will be ongoing communication between the teacher and the student and the teacher and the parent regarding student's progress. All communication with the parent (record of phone calls and emails, as well as meetings) will be kept in the individual child study team file.

The parent and student will be notified no later than March 15th if a student is in danger of being retained.* Communication will be by phone as well as in writing.

The parent and student must attend a conference with the school team within two weeks of March 15th to review an action plan for the student to meet the grade level proficiency for passing the course that is aligned with the criteria for promotion.

Middle School Criteria

A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level.

1. If a student fails one core class, they will be recommended to attend and successfully complete MLC Summer Academy by meeting the proficiency criteria for that particular class.
2. If a student fails two core classes, they will be required to attend and successfully complete MLC Summer Academy by meeting the proficiency criteria for each of the two classes.
3. If a student fails three core classes, they will be retained in that grade and required to attend MLC Summer Academy to begin remediation.
 - If a student fails the Arts, Physical Education, Language Acquisition, or Integrated Technology, they will be required to make it up during an assigned one week session during Summer Academy.
 - The exception to this is any student whose lack of progress took place after March 15th. In which case, parent and student notification would be made immediately.

High School Criteria

A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level.

Promotion and class placement are based on the number of credits earned in the previous year. Students typically earn 7.0 credits per year, but can earn up to 8.0 credits. Students must earn the minimum number of credits for each graduating year as stipulated in the MLC graduation requirements in order to graduate.*

	MLC class of 2019+
10th grade status	6.5
11th grade status	13
12th grade status	19.5
Graduation requirement	26

** If a student fails a class, there are two options:

1. They must attend summer school at the sending district's summer school program at the student's cost, or
2. Attend CREC's Summer Academy for credit recovery at the student's cost. (This is contingent upon that class being offered through CREC's Summer Academy.)

Property, Lockers and Equipment

Each student is assigned a pod locker and lock. These items are the property of the school, loaned to students for their convenience during the school year. Students are responsible for the payment of the cost of a lost lock by the close of the school year. **Lockers should be kept in good order, not abused and may be opened and subject to inspection from time to time by school officials.** Students may not bring in locks from home and attach them to assigned lockers. **The right to inspect lockers, laptops, and other equipment assigned to students may be exercised by school officials to safeguard students. School officials may search students, if there is reasonable belief that a student possesses illegal matter, such as a dangerous weapon or illegal drugs.** Students are warned to not bring large sums of money or valuables to school; liability for these items remains with the students. **MLC IS NOT RESPONSIBLE FOR LOST, STOLEN OR DAMAGED PROPERTY.**

Students are prohibited from bringing in personal equipment (i.e. Basketballs and others sports items) from home.

Students are responsible for any loss of or damage to the property of the school 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 which the school must incur to repair the damage.

Public Relations and Releases

A Public Relations Release is requested from all students to allow the authorization of photographs, video, and television for the purpose of public relations only.

Safety/Accident Prevention

Student safety on campus and at school related events is a high priority of the MLC. Although the MLC has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk,
- Follow the school's code of conduct,
- Promptly report safety hazards, including intruders on campus,
- Know emergency evacuation routes and signals
- Follow immediately the instructions of staff who are overseeing the welfare of students.

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. Request to review these plans may be made in the school office.

Pesticide Application

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for

five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact CREC's Director of Facilities. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met

Students should start early to establish records worthy of scholarship consideration. In general, requirements for scholarship consideration are often combinations of the following: serious attention to studies, good character, financial need and involvement in the activities of the school. Many scholarships and awards are available to qualified students through several outside organizations. Students should consult a Guidance Counselor for information about what scholarships are available and how, when and where to apply.

Schedules

Regular Day

(Monday, Wednesday, Thursday, Friday)

7:50-9:00	A Block		
9:04-10:11	B Block		
10:15-12:27	C Block and Lunches		
<i>11th and 12th grade</i>	<i>C Block</i> 10:15-11:53	<i>Lunch</i> 11:57-12:27	
<i>9th and 10th grade</i>	<i>Lunch</i> 10:15-10:45	<i>C Block</i> 10:49-12:27	
<i>6th and 8th grade</i>	<i>C Block</i> 10:15-10:45	<i>Lunch</i> 10:49-11:19	<i>C Block cont.</i> 11:23-12:27
<i>7th grade</i>	<i>C Block</i> 10:15-11:19	<i>Lunch</i> 11:23-11:53	<i>C Block cont.</i> 11:57-12:27
12:31-1:38	D Block		
1:42-2:50	E Block		

Advisory Day (Tuesday)

7:50-8:15	<i>Advisory</i>		
8:19-9:19	A Block		
9:23-10:23	B Block		
10:27-12:39	C Block and Lunches		
<i>11th and 12th grade</i>	<i>C Block</i> 10:27-12:05	<i>Lunch</i> 12:09-12:39	
<i>9th and 10th grade</i>	<i>Lunch</i> 10:27-10:57	<i>C Block</i> 11:01-12:39	
<i>6th and 8th grade</i>	<i>C Block</i> 10:27-10:57	<i>Lunch</i> 11:01-11:31	<i>C Block cont.</i> 11:35-12:39
<i>7th grade</i>	<i>C Block</i> 10:27-11:31	<i>Lunch</i> 11:35-12:05	<i>C Block cont.</i> 12:09-12:39
12:43-1:43	D Block		
1:47-2:50	E Block		

90 Minute Delay

09:20-10:05	A Block		
10:09-10:54	B Block		
10:58-1:10	C Block and Lunches		
<i>11th and 12th grade</i>	<i>C Block</i> 10:58-12:36	<i>Lunch</i> 12:40-1:10	
<i>9th and 10th grade</i>	<i>Lunch</i> 10:58-11:28	<i>C Block</i> 11:32-1:10	
<i>6th and 8th grade</i>	<i>C Block</i> 10:58-11:28	<i>Lunch</i> 11:32-12:02	<i>C Block cont.</i> 12:06-1:10
<i>7th grade</i>	<i>C Block</i> 10:58-12:02	<i>Lunch</i> 12:06-12:36	<i>C Block cont.</i> 12:40-1:10
1:14-1:59	D Block		
2:03-2:50	E Block		

2 Hour Delay (switch B and C Block to keep long block)

9:50-10:30	A Block		
10:34-12:46	C Block and Lunches		
<i>11th and 12th grade</i>	<i>C Block</i> 10:34-12:12	<i>Lunch</i> 12:16-12:46	
<i>9th and 10th grade</i>	<i>Lunch</i> 10:34-11:04	<i>C Block</i> 11:08-12:46	
<i>6th and 8th grade</i>	<i>C Block</i> 10:34-11:04	<i>Lunch</i> 11:08-11:38	<i>C Block cont.</i> 11:42-12:46
<i>7th grade</i>	<i>C Block</i> 10:34-11:38	<i>Lunch</i> 11:42-12:12	<i>C Block cont.</i> 12:16-12:46
11:50-1:27	B Block		
1:31-2:09	D Block		
2:13-2:50	E Block		

½ Day Dismissal

7:50-8:36	Block A
8:40-9:24	Block B
9:28-10:12	Block C
10:16-11:00	Block D
11:04-11:50	Block E

5 Drop 3 Schedule Regular Day

Times		<i>Day 1 -5</i>	<i>Day 6-2</i>	<i>Day 3-7</i>	<i>Day 8-4</i>	<i>Day 5-1</i>	<i>Day 2-6</i>	<i>Day 7-3</i>	<i>Day 4-7</i>
7:50-9:00	A	1	6	3	8	5	2	7	4
9:04-10:11	B	2	7	4	1	6	3	8	5
10:15-12:27*	C	3	8	5	2	7	4	1	6
12:31-1:38	D	4	1	6	3	8	5	2	7
1:42-2:50	E	5	2	7	4	1	6	3	8

Service as Action

Each year, MLC students are expected to contribute to their community through the Service as Action (SA) program. As IB learners, MLC students strive to be caring members of the community. Action - learning by doing and experiencing - is a key part of the IB program. Service is a part of action and it is expected that all students will be involved in age-appropriate experiences each year.

At the start of the academic year, the SA program is introduced through the Advisory program. Middle school students are expected to complete a minimum of 10 hours and high school students are expected to complete a minimum of 20 hours each year. It is our hope that students choose to engage in experiences where they are passionate.

Successful service begins with students identifying personal interests and aligning them with an organization where they wish to serve. Students choose learning outcomes and have their service verified by a supervisor at the completion of the experience. At the end of the experience, students are expected to reflect and present evidence of their participation to their Advisory teacher no later than June 1st of each academic year.

Experiences can be completed during the summer for the following school year and outside of the school day. Service cannot be paid work, or part of a requirement in an academic class. Students are encouraged to use their Advisory classes to find service experiences that are enjoyable and in line with the goals of impacting our local and global communities.

Information about the MLC Service as Action program can be found at www.gomlc.com/service

Service as Action hours are reported on the student's report card and on the transcript. SA hours are not required for a student to graduate.

Student Records and Directory Information

A student's school records are confidential and are protected by law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the magnet school until the student withdraws or graduates. This record moves with the student from school to school.

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 those rights.**

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

FERPA (Family Educational Rights and Privacy Act) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of students educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

For more information on FERPA, please reference the No Child Left Behind area in this handbook.

Student Directory Information

The MLC may release to the Parent Teacher Organization the names, addresses, telephone number and grade levels of students unless the MLC is informed by September 15 of the school year that designation of such directory information has been refused for a particular student. The provided directory information is to be used by the PTO for its own school activities or school business.

Student Services

Homeless Students

Under the McKinney Vento Federal Act Homeless students are defined as those lacking a "fixed, regular and adequate nighttime residence". Students meeting this definition are protected and have the right to maintain their educational placement, are eligible for free school meals and for Title 1A services. If you believe your family meets this definition, please contact the Assistant Principal, Yesenia Hernandez, School Liaison for Homeless Students.

Military Families

In June 2008, a memorandum of agreement was established creating a partnership between the Department of Defense and the Department of Education to support the education of military students. CREC recognizes that for those active duty members, Department of Defense civilians and those activated or deployed National Guard and Reserve members the phases of pre-deployment, deployment, reunion or post-deployment can be challenging to families and children. We can help. Please contact your school's Parent Liaison, (Alexis Safo-Agyeman), if we may be of assistance to you.

English Language Learner Students

For those students for whom English is a second language, all CREC Magnet Schools have a program to assist in the development of speaking skills and literacy in English and in mastering the same academic content required of all other students, e.g. language arts, literature, mathematics, science and social studies. If you believe your child needs assistance with English as a second language, please contact the school principal.

Testing

Students will participate in standardized testing each year. Standardized tests are designed to give a common measure of students' performance in varying subjects and skills. Standardized tests can be used to help teachers diagnose students' strengths and weaknesses and develop programs that suit students' achievement levels in each subject area. AP and DP exams provide students with opportunities to earn college credit.

Students participate in the following standardized tests:

- Smarter Balanced (Grades 6, 7, 8)
- PSAT (Grades 9, 10, 11)
- ACT Aspire (Grade 10)
- Advanced Placement (Comparative Government Grade 10)
- SAT (Grade 11)
- Diploma Programme Exams (Grade 12)

*Specific information related to each test will be provided at the time the specific test is given.

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.** In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other loaned educational materials. All textbooks are expected to be covered.

Transportation

In order to centralize transportation and make it more efficient, CREC has contracted **First Student Bus Company** to coordinate and provide transportation for all of CREC's Magnet Schools, including transportation for the Metropolitan Learning Center Magnet School. Bloomfield students are transported to MLC using Bloomfield's contracted company, which is also **First Student Bus Company**. You will receive a letter in August from the transportation coordinator about your bus information for the upcoming school year. All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager at the number listed below. A written record of all complaints will be maintained and an investigation of the allegations will take place.

Please keep this information for all future needs. Transportation to and from the MLC is a privilege, not a right. **Acts of gross disobedience and misconduct during transportation to and from school may result from removal from CREC's or Bloomfield's transportation system for a period of time to be determined by MLC's administration.** The Transportation Coordinator for CREC Central can be reached at 860-524-4077. All Bloomfield students will be transported to and from MLC by Bloomfield Public Schools and/or its contractor please contact Bloomfield Public School Business office at (860)769-4241 or (860)769-4242.

Truancy Policy

The MLC Governance Board recognizes the importance of early intervention for students exhibiting truancy behavior. By Connecticut General Statute (Section 10 – 198a) a “truant” means a student aged 5–18 who has four (4) unexcused absences in one month, or ten (10) unexcused absences in a year.

- A. Reasons of health, including illness, incapacity, or doctors' visits. The district reserves the right to require a physician's or other appropriate certification for absences in excess of five (5) consecutive days or a total of fifteen (15) days in any school year.
- B. Religious holidays
- C. Court appearance

- D. Funeral
- E. Approved school activities
- F. Suspension
- G. Limited absences from school with parental consent, subject to the approval of the assistant principal. The determination of whether an absence is excused will be made by the building principal.

School personnel, whenever possible, will seek cooperation from parents, and assist them in remedying and preventing truancy. Such procedures include the following:

1. holding a meeting with the parents of any truant child within ten school days after the fourth unexcused absences;
2. coordinating services and referring such children to community agencies;
3. providing notification annually to parents to their obligation under the mandatory attendance laws;
4. obtaining a telephone number where parents can be contacted; and
5. providing notification to parents when their child does not arrive at school

Finally, the law now requires the Executive Director file a “family with service needs” (FWSN) petition with the Superior Court if the parent or other person responsible for the education of a child fails to attend the meeting described in subparagraph (1).

Various Tips for Parents/Guardians

Proactive prevention-oriented approaches have proven effective in enabling school communities to decrease the frequency and intensity of behavior problems. Parents can help create safe schools by keeping open lines of communication.

- Discuss the school’s behavioral expectations and policies with your child. Show your support for the rules, and help your child understand the reasons for the rules.
- Frequently review classroom rules and expectations, as well as general school expectations.
- Involve your child in setting rules for appropriate behavior at home.
- Talk to your child about “mandatory reporting” to school personnel if he/she sees or overhears something that might cause an unsafe environment.
- Help your child find ways to manage anger so that it does not lead to verbally or physically hurting others.
- Help your child understand the value of accepting individual differences.
- Note any changes in your child. For example, frequent outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, and frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems.
- Talk with a trusted professional in your child’s school or in the community.
- Keep lines of communication open with your child. Encourage your children always to let you know where they are and who they are with.
- Frequently check your child’s computer history and make sure you are aware of all passwords.
- Prior to your child leaving home, make sure your child is in appropriate dress code.

Visitors

All visitors must sign in at the security office upon arrival to school and receive a “MLC visitor’s pass before entering any other area of the building. School staff members will assist parents in the main office or escort them to their desired location. Occasionally parents request to visit a classroom to observe a class. In order to keep everyone safe, we require that parents follow this procedure:

- Contact administration to establish a date and time for the visit
- The administrator will make arrangements with the teacher and confirm the date and time with the parent
- Arrive at school at the desired time and sign in to the main office

- A school staff member will bring the visitor to the desired location
- Meet with school staff before leaving the building
- Sign out and exit the building

Students are not allowed to bring visitors to school. MLC Alumni are encouraged to visit the school only for the purpose of school-scheduled alumni events. All alumni visiting school must sign in and obtain a visitor's pass and adhere to all school rules.

Wellness Policy - CREC

Instruction

6142.10

Student Nutrition and Physical Activity (Student Wellness Policy)

The Capitol Region Education Council (CREC) recognizes that student wellness and proper nutrition are related to physical well-being, growth, development and readiness to learn. CREC is committed to providing a learning environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total educational experience. In a healthy school environment, students will be exposed to, and participate in, positive nutritional and lifestyle practices that can improve student achievement. In accordance with federal and state law, it is CREC's policy to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served to meet or exceed the stricter of either the federal nutritional guidelines issued by the U.S. Department of Agriculture or the "Connecticut Nutrition Standards for Foods in Schools".

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, CREC will, as required, review and consider evidence-based strategies and techniques.

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of CREC's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate.
- Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks.
- Healthy snacks for the classroom, healthy packed lunches, and non-food alternatives for classroom celebrations will be strongly encouraged.
- Staff will be strongly encouraged to model healthful eating habits.

Goals for Physical Education and Activity

The goals for addressing physical education and activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in CREC's physical education program.

- Recess and other physical activity breaks, before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by CREC.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).
- All elementary school students shall have at least twenty minutes a day of supervised recess, preferably outdoors, during which schools encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. , A planning and placement team may develop a different schedule for a child requiring special education and related services.
- School employees shall not deny a student's participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment, nor should they cancel it for instructional makeup time. Further, any student in kindergarten through grade twelve shall not be required to engage in physical activity as a form of discipline.
- Physical activities will be integrated across the curricula when possible.

Nutrition Guidelines for Foods Available in Schools

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education in addition to federal and state statutes and national health organizations. In addition, in order to promote student health and reduce childhood obesity, the Executive Director or designee shall establish such administrative procedures to control food and beverage sales that compete with CREC's nonprofit food service in compliance with the Child Nutrition Act. CREC shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold, served, or made available to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold, served, or made available to students on school premises will be healthy choices that meet the stricter of either state statute or USDA beverage requirements.

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA "Smart Snacks in School" nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the CREC wellness policy.

Food Exemptions

CREC will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, and must be the same place as the food sales.

Community Input

CREC will develop and implement methods of communicating with, and educating, parents and staff regarding this policy.

The Executive Director or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the student wellness policy from community members, including

parents, students, and representatives of the school food authority, teachers of health and/or physical education, school health professionals, members of the CREC Council, school administrators, and the public.

A Wellness Committee comprised of a variety of members (following state mandates) will be established to develop, and guide the implementation of, procedures consistent with established policy.

Monitoring

CREC designates the Executive Director or his/her designee to ensure compliance with this policy and any administrative regulations. The Executive Director or designee is responsible for retaining all documentation of compliance with this policy and any regulations, including, but not limited to, each school's three-year assessment and evaluation report and this wellness policy and plan. The Executive Director or designee will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of CREC's three-year assessment and evaluation.

CREC shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Executive Director or designee shall provide periodic implementation data and/or reports to the CREC Council concerning this policy's implementation sufficient to allow the Council to monitor and adjust the policy. CREC, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Executive Director or designee will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, CREC will evaluate implementation efforts and their impact on students and staff at least every three years.

CREC will make available to the public an assessment of the implementation, the results of the three-year assessment and evaluation, including the extent to which the schools are in compliance with policy, and a description of the progress being made in attaining the goals of this policy.

The Student Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and CREC's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

Withdrawal and Exit Interview

1. The administration must be notified as soon as a student or parent indicates that a withdrawal is possible (No less than one week in advance), and an appointment set up for an exit interview with the parent and child.
2. The results of this interview will be kept on record, and the reason for the withdrawal duly entered into the database for the purpose of charting patterns of student enrollment and withdrawal from a Magnet School.
3. Historical data will be maintained on the withdrawn student, including all grade reports.
4. On their last day of attendance, students will be given a form that must be signed by each of their teachers. This form will indicate their grade at the time of withdrawal and that all materials have been returned. Records cannot be forwarded until all materials have been returned.
5. When a student moves to a new school system, MLC will send the student's records to the new district within ten business days of receiving written release of records.

Forms

Form	Referenced
Sexual Harassment Form	Code of Conduct
Access to Student Information by Military or College Recruiters	No Child Left Behind
FERPA Directory Information Disclosure	No Child Left Behind
Parent Request for Non-Disclosure of School Directory Information	No Child Left Behind

5145.5
Form

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

SEXUAL HARASSMENT REPORT FORM

The CREC Metropolitan Learning Center maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances. Individuals who suspect that they may be victims of sexual harassment shall complete this form and file it with the District Title IX Compliance Officer Yesenia Hernandez at 860-242-7834 ext. 3671.

Complainant _____
Home Address _____
Work Address _____
Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____
Name of person(s) you believe sexually harassed you _____
List any witnesses that were present _____

Where did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used: any specific verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has sexually harassed me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by _____

Signature-School
Title IX Compliance
Officer

(Date)

A copy of this form shall be provided to the complainant.

Capitol Region Education Council - Metropolitan Learning Center

Access to Student Information by Military or College Recruiters

Dear Parent/Guardian and Secondary Students:

Our district receives funds from the federal government under the No Child Left Behind Act of 2001. These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges and universities, access to the names, addresses and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number not be released by the district without prior written parental consent. If you would like to make such a request, please complete the following and return it to your child's school.

Parent or Guardian: Please complete this section and return the entire form to your child's school.

Use a separate form for each child.

I am aware the district must provide access to military recruiters and colleges or universities of student names, addresses and telephone listings. I am aware the district will provide this information upon request, unless I require that such information not be given to the following groups without prior written parental consent:

Military Recruiters (please check one):

- ☐ Do not release my secondary student's information to military recruiters at any time.
- ☐ Do not release my secondary student's information to military recruiters until you have first obtained my prior written parental consent before doing so.

Colleges, Universities, or Institutions of Higher Learning (please check one):

- ☐ Do not release my secondary student's information to colleges, universities or other institutions of higher learning at any time.
- ☐ Do not release my secondary student's information to colleges, universities or institutions of higher learning until you have first obtained my prior written parental consent before doing so.

Name of Student: _____ Name of Parent/Guardian: _____

Parent Signature: _____ Date: _____

Adult Student Signature: _____ Date: _____

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

00NCLB-I1 (Rev. 03/04 US)

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Capitol Region Education Council - Metropolitan Learning Center
Family Educational Rights and Privacy Act (FERPA)
Annual Notice for Disclosure of School Directory Information
High School

Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, the school may disclose some student information without written consent when the information is designated "Directory Information" unless you have advised the district to the contrary in accordance with district procedures.

The primary use for Directory Information by the district is to include this type of information in certain school publications. It is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child's role in a drama or music production
- the annual yearbook
- honor roll or other recognition lists published at school or in newspapers
- graduation programs
- sports statistics listed in programs, such as football which may include height and weight of team members.
- school or district website

Directory Information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (transcripts, etc.)
- class ring manufacturers
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

The school district has designated the following as Directory Information:

- Student name
- Address
- Telephone number
- Email address
- Grade level
- Degrees, honors and awards received
- Most recent educational agency or institution attended
- Participation in school-sponsored activities and sports
- Weight and height of members of athletic teams
- Major field of study
- Dates of attendance
- Photograph
- Date and place of birth

Two federal laws require school districts that receive assistance under the No Child Left Behind Act of 2001 to provide military recruiters, upon request, with three Directory Information categories - names, addresses, and telephone listings - unless parents have notified the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose Directory Information about your child without your prior written consent, you must notify the district in writing before September 15, 2017. Please complete the FERPA Directory Information Disclosure form which can be found below and return the entire form to your child's school.

Mrs. Sasha Douglas, Principal

Please complete this section and return the entire form to your child's school. Complete a separate form for each child.

Name of Student: _____ School: _____ Date: _____

I request that the school obtain my prior written consent before any "Directory Information" is disclosed or released about my child.

Name of Parent/Guardian: _____ Signature of Parent/Guardian: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone Number: _____ Email Address: _____

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

00NCLB-I4 (Rev. 03/04 US)

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Capitol Region Education Council - Metropolitan Learning Center
Family Educational Rights and Privacy Act (FERPA)
Parent Request for Non-Disclosure of School Directory Information
Elementary/Middle School

Name of Student: _____

Date: _____

Name of Parent: _____

Metropolitan Learning Center

Use a separate form for each child you are requesting nondisclosure of school directory information. Please return this form to:

Metropolitan Learning Center
 Attn: Sasha Douglas, Principal
 1551 Blue Hills Avenue
 Bloomfield, CT 06002

Parent/Guardian: Please complete the section below and return the entire form to your child's school.
Parent: Select either 1, 2 or 3 from the list below

I am requesting that my child's school take one of the following actions regarding the release of school directory information.

1. ☐ Do not release ANY information about my child, including name, telephone number, grade level, etc.

or

2. ☐ Do not release the following information about my child (select one or more):

☐ Student name

☐ telephone number

☐ grade level

☐ awards or school recognition

☐ dates of attendance

☐ photograph

☐ participation in school activities

☐ weight and height of athletic team members

☐ _____

☐ _____

or

3. ☐ Notify me for my prior written consent before any directory information is disclosed or released about my child.

Signature of Parent/Guardian: _____

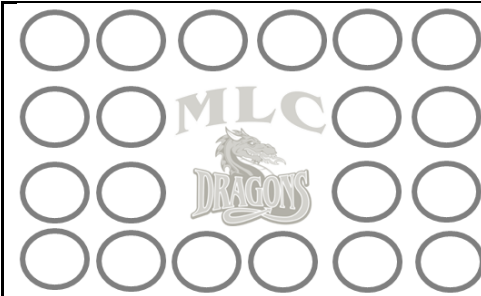
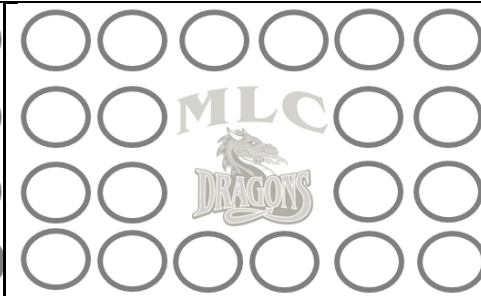


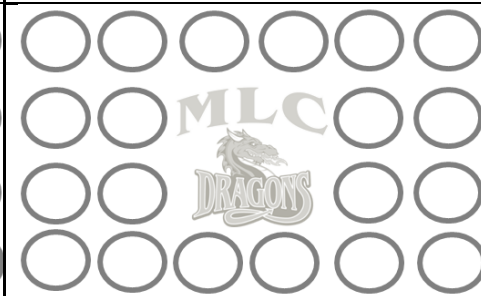










Address: _____ City: _____ Zip: _____

Telephone: _____ Email Address: _____

Preferred method for school to communicate with parent: ☐ telephone ☐ email

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

MLC Dragon Stamp Cards

 <p>Student Name: _____</p>	 <p>Student Name: _____</p>	 <p>Student Name: _____</p>
 <p>Student Name: _____</p>	 <p>Student Name: _____</p>	 <p>Student Name: _____</p>
 <p>Student Name: _____</p>	 <p>Student Name: _____</p>	 <p>Student Name: _____</p>
 <p>Student Name: _____</p>	 <p>Student Name: _____</p>	 <p>Student Name: _____</p>
 <p>Student Name: _____</p>	 <p>Student Name: _____</p>	 <p>Student Name: _____</p>