



# **Metropolitan Learning Center Interdistrict Magnet School for Global and International Studies**

*A program of the Capitol Region Education Council*

*A National Magnet School of Distinction, 2002, 2004, 2005, 2006*

*A National Magnet School of Excellence 2008, 2009, 2010, 2011*

*Recipient of the Goldman Sachs Award for excellence in International Education, 2004*

*Named by the US DOE as one of the most successful magnet school in America 2009*



**2011-2012**

# 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 a violation of child abuse legislation and warrant Department of Children and Families (DCF) intervention.

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## Dear Students and Family Members of the Metropolitan Learning Center

Dear Students and Family Members of the MLC Community:

It is a pleasure to welcome you to the 2011-12 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, both behaviorally and academically. We continue to raise the bar each year and strive to push ourselves and each other to new heights.

In considering the traits that MLC learners embody, we find that they are well articulated in both the MLC Pride Pledge and the IB Learner Profile. Together, we will work **to the best of our ability, for as long as we have to**, in order to create strong, positive outcomes for our students. As a result of our efforts, **we will grow together as learners, as thinkers, and as global citizens**. At times, this will involve **change**; at other times we will need to take **risks**. These actions combined with our ongoing push for progress will lead to limitless possibilities and opportunities for growth and learning.

As the year begins, 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. We encourage and expect all members of our community to uphold the norms articulating within the handbook.

Please read and sign the enclosed School-Parent-Student contract to verify that you have read and understood the contents of the Parent-Student Handbook. Please return the contract to school within the first week of school.

We look forward to a great year!

*Mrs. Sasha Douglas, Principal*

*Mrs. Wanda Broaden, Assistant Principal*

*Ms. Felicia Fountain, Mrs. Jennifer Hoffman, Mr. Henry Munoz- Deans of Students  
The Faculty and Staff of the Metropolitan Learning Center Interdistrict Magnet School*

Our motto for the 2011-2012 school year is:

**(Change + Risk)Progress = Opportunities<sup>n</sup>**

When you add change and risk and multiply them by progress, the opportunities are infinite!



## **International Baccalaureate Organization**

**The Metropolitan Learning Center** is a candidate school\* for the IB Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that MLC believes is important for our students.

\*Only schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit <http://www.ibo.org>

*During the 2010-2011 school year, The Metropolitan Learning Center had an opportunity to revise our mission and values, as well as our expectations for student learning, to more closely align with our current endeavors. Please note that these documents are in draft format.*

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**22-24** Teacher Academy  
**26-30** Fallstaff/PD – No School  
**31** First Day of School

AUGUST (1)						
S	M	T	W	Th	F	S
	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	PD	PD	31			

SEPTEMBER (21)						
S	M	T	W	Th	F	S
				1	2	3
4	LD	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	

5 Labor Day – No School

**10** Columbus Day – No School  
**14** Professional Day (District)- No School  
**28** Early Release @ 12:00/PD District

OCTOBER (19)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	CD	11	12	13	PD	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER (20)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	TB	TB	26
27	28	29	30			

**10** Report Cards- Parent Pickup 3-7PM  
**11** Veterans Day- ½ day  
**18** Early Release @ 12:00/PD  
**23** Early Release @ 12:00/Thanksgiving  
**24-25** Thanksgiving Break

**16** Early Release @ 12:00/PD  
**26-30** Winter Break- No School

DECEMBER (17)						
S	M	T	W	Th	F	S
				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	WB	WB	WB	WB	WB	31

JANUARY (20)						
S	M	T	W	Th	F	S
1	NY	3	4	5	6	7
8	9	10	11	12	13	14
15	MK	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**2** NYD Observed-No School  
**13** Early Release @ 12:00/PD  
**16** MLK Day–No School  
**19-20** Early Release @ 12:00/High School Exams

**17** Early Release @ 12:00/PD  
**20-21** President’s Day Recess- No School

FEBRUARY (19)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	PR	PR	22	23	24	25
26	27	28	29			

MARCH (21)						
S	M	T	W	Th	F	S
				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	PD	31

**16** Early Release @ 12:00/PD District  
**30** Professional Day (District)- No School

**6** Good Friday – No School  
**12** Report Cards- Parent Pickup 3-7PM  
**13** Early Release @ 12:00/PD  
**16-20** Spring Recess- No School

APRIL (15)						
S	M	T	W	Th	F	S
1	2	3	4	5	GF	7
8	9	10	11	12	13	14
15	SR	SR	SR	SR	SR	21
22	23	24	25	26	27	28
29	30					

MAY (22)						
S	M	T	W	Th	F	S
		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	MD	29	30	31		

**25** Early Release @ 12:00/PD  
**28** Memorial Day-No School

**12** Early Release @ 12:00/Last Day of School

JUNE (8)						
S	M	T	W	Th	F	S
					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

**Metropolitan Learning Center**  
**1551 Blue Hills Avenue**  
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**860-242-7834**

Approved 5.23.2011

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

The Metropolitan Learning Center is a candidate school\* for the Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy-commitment to high quality, challenging, international education that MLC believes is important for our students.

For further information about the IB and its programmes, visit <http://www.ibo.org>

## MLC Description

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 Bloomfield, East Windsor, Enfield, Hartford, Windsor, and Windsor Locks. MLC accepts students from non-participating districts if seats are available.

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 MLC, we look at everything we do through the eyes of the learner as our students evolve into world citizens. Students who attend MLC are involved in an innovative, interdisciplinary focused curriculum with a rigorous emphasis on international studies, world languages, and state of the art technology. Extended learning experiences beyond the walls

## MLC Mission Statement (*draft*)

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 (*draft*)

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.

of MLC are a vital part of the 6-12 experience. These include service learning within the community, job shadowing, visits to universities, foreign exchange and travel, focusing on living and learning in a foreign country, and personal as well as senior 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 in 2002, 2004, 2005, 2006 and National Magnet School of Excellence from 2008-2011. MLC was named by the US Department of Education as one of the most successful magnet schools in America, in 2009.

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.

## Capitol Region Education Council Guiding Beliefs

Our vision is that every student can learn at higher levels and therefore must have access to all educational resources of the region through the system of public schools served by CREC.

Our mission is to work with boards of education of the Capitol Region to improve the quality of public education for all learners.

In order to achieve its mission, CREC will:

- Promote cooperation and collaboration with local school districts and other organizations committed to improved quality of public education;
- Provide cost effective services to member districts and other clients;

### **MLC Culture and Climate**

The welcoming and nurturing environment of the MLC is designed to involve students in a variety of processes that mirror college, university, and employers' expectations of the current global workforce. The culture of the school communicates a sense of importance about each student's role in the MLC community. This is done in an enriched environment which embraces:

- Students viewing the school as their workplace, where their job is to learn
- An ethnically diverse student population

### **Grade Level Teams**

#### **Grades 6, 7 and 8:**

In Grade 6, there is a five member interdisciplinary team of teachers. This includes language arts, math, science, social studies, and reading. In addition, students take classes in the following "Essential Learning" cycles: Art, music, exploratory Chinese and Spanish, and exercise science. Technology is infused in the curriculum with the assistance of a technology teacher.

In Grades 7 and 8, the six member team includes teachers in language arts, math, science, social studies, World Languages, and Reading. In addition, students take classes in the following "Essential Learning" cycles: art, music, exercise science, and technology. **Focused Study/Reflection (Grades 6-7-8)** is scheduled each day. The time is devoted to developing focused skill building, academic studies and a wide variety of activities that enhance the philosophies of the international studies theme.

**Grades 9, 10, & 11,** have team members including teachers in English, social studies, mathematics, science and world languages. In addition, High School Essential Classes are required for students:

#### **Grade 9:**

Exercise Science  
Art or Music  
International Ambassadors  
Technology

#### **Grade 10:**

Fitness and Nutrition  
Art or Music  
Technology  
Geo Technology

- Listen and respond to client needs for the improved quality of its services and its ability to identify and share quality services of its member districts and other organizations committed to public education.

CREC staff and programs shall work with local schools systems to meet their needs and the needs of students. CREC believes that:

- All students can learn.
- Administrators and their staff can make a difference in the lives and learning of our students.
- A comprehensive administrator evaluation plan, including a professional growth component, is essential to achieve our goal.
- Learning is a life long responsibility.

- A rigorous, challenging curriculum including learning world languages
- Integration of emerging technologies
- Practical application of knowledge by connecting global issues to students' lives
- Extended learning experiences beyond the school's walls
  - Service learning/job shadowing
  - Developing international networks
  - University visits and business partnerships
  - Travel and Study Abroad

#### **Grade 11:**

Exercise Science  
Financial Literacy  
SAT Prep-Mathematics  
Lifetime Health

#### **Grade 12:**

Senior Project Planning  
College/Career Planning  
Senior Leadership

**Electives (grades 11-12)** are available to students to pursue special interests and further expand their learning experiences. In addition, as part of The Virtual High School Network, all high school students have access to over 150 courses online as part of their elective program.

## **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 (CMT, CAPT, SAT, ACT)
- Provide an intensive World Language program 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 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

### **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 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

# The 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.

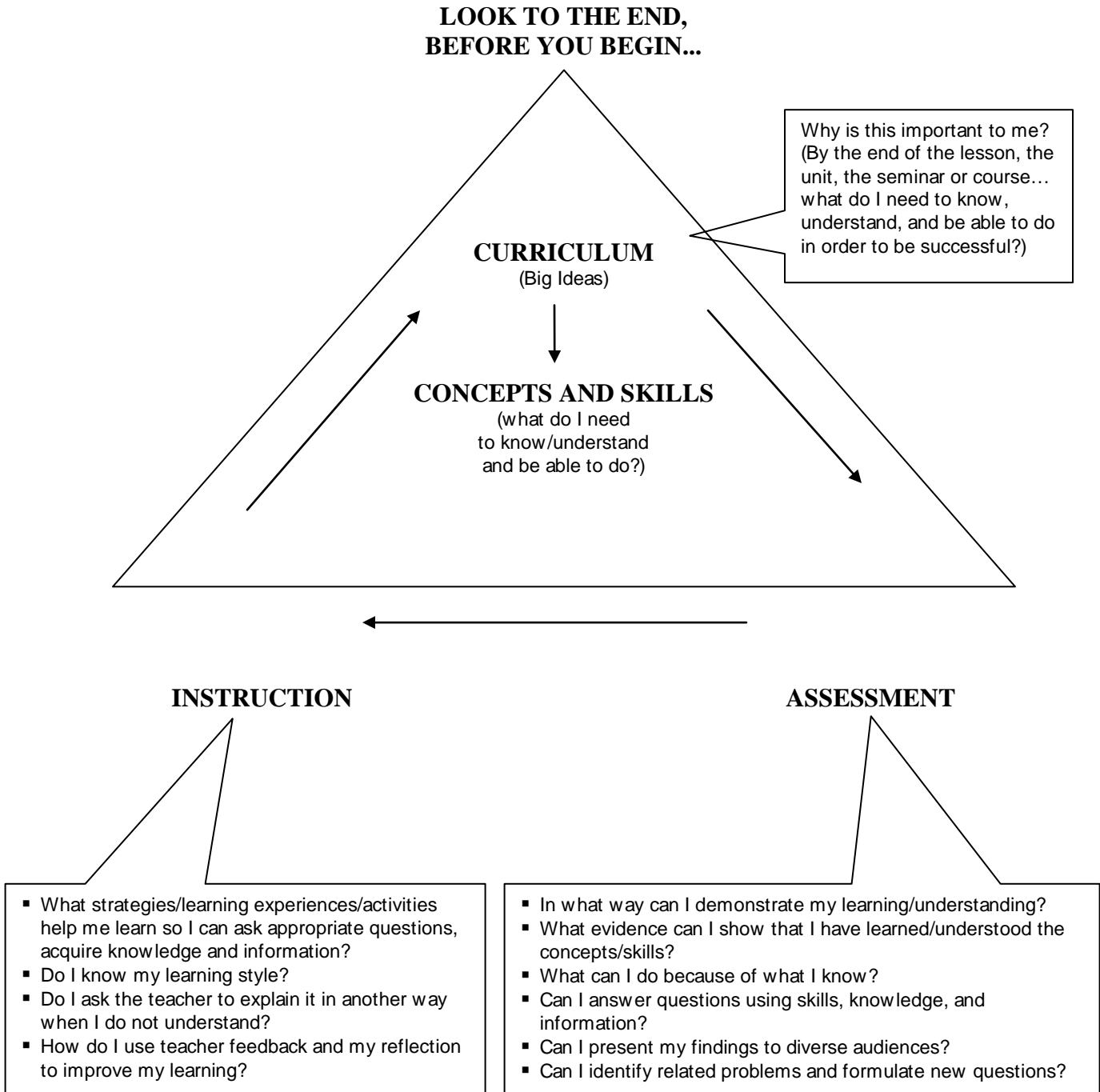
The learner profile directs schools to focus on the development of the whole person. Developing an international perspective is a critical element of, and is central to the programme; it must begin with encouraging each student to consider the point of view of someone else in the same class. By sharing 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](#))

***Classes Are Designed Around The Learning Triad and How the Preadolescent and Adolescent Brain Learns***

Lessons are organized around the Learning Triad. The Learning Triad connects curriculum, assessment, and instruction to the school’s mission statement and Expectations for Student Learning. The New England Association of Schools and Colleges (NEASC) Standards on Teaching and Learning serve as the pillars in the development of all curriculum documents.

Each class is designed around student learning expectations and essential questions and enduring understandings. By “looking to the end, before we begin,” the curriculum defines what a student needs to know, understand, and be able to do in order to be successful in that class.

The following graphic depicts the Learning Triad through the eyes of the learner.



# Academic Honesty Policy

Academic honesty requires that students take responsibility for completing work that is reflective of the student's best effort. Academic honesty is a vital part of MLC learning community. Academic dishonesty destroys the integrity of the education process, debases the efforts of his/her peers and degrades the value of learning. In order for learning to be valid, students must engage in their studies with honesty.

## Definitions of Academic Dishonest Behavior

**Cheating:** using or attempting to use unauthorized materials, assistance and aids in an effort to gain an unfair advantage.

**Plagiarism:** representing the words, ideas, works or arguments of another person (in whole or part) as one's own.

**Collusion:** allowing one's work to be copied or submitted and supporting in committing academic dishonesty.

**Duplication:** presenting, submitting and copying the same work for more than one course and for different assignments. The following is a list of such academic dishonest behavior, but by no means exhaustive:

- Presenting materials taken from sources, such as books, periodicals, newspapers or the internet without appropriate documentation.
- Copying or allowing another student to copy homework, test, quiz, project, book report, lab report, assignment, or take home test.
- Unauthorized use of programmable technology in a manner not specified by the teacher and unauthorized use of an electronic translator for foreign languages.
- Using notes, looking at another student's answers and/or talking to another student during a test or quiz.
- Unauthorized accessing, deleting, modifying, transferring digital files/software/programs.
- Fabricating or falsifying research data, stealing laboratory reports and examination papers.
- Attempting to receive credit by submitting the same work in two different classes.

## Consequences for Academic Dishonesty

**Level One 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 One 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 One violation will be considered a Level Two violation and will be dealt with accordingly.

**Level Two Offense:** Violations will be handled by the teacher, deans and principals. Parents will be contacted. Students will receive a Saturday detention and receive no credit for the submitted work. Level Two 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 Two 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 school administrators. Consequence would include (but not be limited to) an in-school suspension and receive a failing grade for the submitted work. Level three violations include (but are not limited to):

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

## **Sources:**

*Fairview High School ( Boulder, CO ) policy*

*Palmer High School ( Colorado Springs, CO ) policy*

*Sonora High School (La Habra, CA ) policy*

*Connecticut IB Academy (East Hartford, CT ) policy*

*Kodaikanal International School ( Tamil Nadu, India ) IB handbook*

*American International School Lusaka ( Lusaka, Zambia ) handbook*

## Accreditation

New England Association of Schools and Colleges (NEASC) is the accrediting organization for all schools and colleges in New England. In May of 2005, MLC received accreditation from NEASC.

## 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.

ADD/ DROP POLICY FOR VHS CLASSES (Virtual High School Policy Handbook)

- The first week of each VHS semester is considered to be the add/drop period. Students may add courses within the first week.
- Students may drop courses, without consequences, up to the end of week three. If a course is dropped after the three-week period, the grade earned will appear on the transcript.

## AP Exams (Advanced Placement Exams)

AP Exams are scheduled for May 7-11, 2012. Many colleges and universities will give advanced placement credit for accelerated courses taken in high school. MLC offers AP courses; *all students enrolled in an AP courses must take the AP exam in May.*

- There is an exam fee for each AP exam taken; students are responsible for this payment.
- The College Board and the CT. Department of Education does offer a fee reduction for those students who qualify for either free or reduced lunch under the National School Lunch Act.
- Students must contact the guidance office to obtain an AP registration form as well as for more information regarding AP Courses.
- Students must complete all summer assignments in order to stay enrolled in the course.
- Students and Parents should also go to [www.collegeboard.com](http://www.collegeboard.com) for more information.
- **AP classes will continue after the exams are given. Enrichment lessons and activities will be provided. Students are expected to participate in and complete all assignments given through the close of the school year.**

## Athletics

We know and believe sports are an important part of many students' lives. Even though sports are not part of the MLC Operating Plan, under CIAC regulations, all magnet school students are eligible to participate in their sending districts interscholastic athletic program as long as a sports program is not in existence at the magnet school. If your child is interested in participating in sports at his/her sending high school, please read and adhere to the following:

1. Athletic programs at sending districts are open **only** to high school students in grades 9-12 at MLC.
2. Signing up to participate on any sports team is the responsibility of the student.
3. Students in grades 9-12 must know and adhere to the following information in order to participate at your sending high school:
  - Parents must provide transportation to their sending school – Transportation is not provided by the Metropolitan Learning Center
  - It is the student's/family's responsibility to contact the sending school's Athletic Director to get information on athletic programs and practice schedules.
  - All students must meet eligibility requirements (Having an overall C average)
  - A parent permission form from the sending school must be turned into the coach prior to the first practice.
  - All students must obtain a note from a doctor verifying their fitness to participate.
  - An early dismissal form (enclosed) must be completed and turned in to MLC before a student will be allowed to leave the building for practices and/or games.

- All student athletes are responsible for all of their assignments and class work for their D Block essential classes. **All students must report to D block each day to pick up required class work.**

In order for a student to be eligible for a fall sport, he/she must have met CIAC eligibility based on fourth quarter grades from June of the previous year. Students must have a C average or better. 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**

See MLC's Athletic Director for an early dismissal form for sports. **ALL STUDENTS MUST SIGN OUT WITH MLC ATHLETIC DIRECTOR BEFORE LEAVING MLC.**

Athletic Coordinator for MLC  
242-7834 ext. 2300

## Attendance and Tardiness

School is in session from 8:00 to 3:00 except as noted 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 8:00 A.M. all students should arrive no later than 7:55 A.M. in order to be in their first class on time. Any student arriving late will be required to have a parental excuse note stating the reason for the tardiness. (Exception: late bus arrival). Tardy 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 an out of 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. 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. 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 12:00 and 2:30** if a child will be picked up instead of taking the bus. Requests received after 2:45 are not guaranteed to be delivered based on closing of the day procedures.

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly, unless he/she 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.

### Excused Absence

Students receive an excused absence when they are absent from school for the following reasons:

- Death in the immediate family.
- Serious illness of a member of the family which makes the student's absence necessary.
- Illness or injury of the student.
- Religious holidays.
- Court appearance/probation appointments.
- Other absences as approved by the school administration in advance. Students who plan to be absent for reasons other than those listed above, should seek approval by presenting a note from home to the administration, who will then indicate approval or disapproval.
- College visits and interviews and other post-secondary plans.

The responsibility for makeup or 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 Absence

Unexcused absences are those which do not fall under any of the excused absences. 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 guidance counselors, the Assistant Principal 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.

#### **Tardiness**

Students who are not in their class by 8:00 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 including suspension if tardiness is excessive.

#### **Truancy**

Per state law, a student with 4 (four) unexcused absences in one month or tenth (10) unexcused absences in a school year will be considered a truant. Parents will receive a letter from the school administration upon the child's fourth (4) absence. A mandatory meeting with school administration will be held on the child's sixth (6) absence and a Family With Service Needs (FWSN) will be filed with the State of Connecticut Judiciary Division upon the child's tenth (10) absences. Disciplinary action may include after school detention or Saturday School. Parents will be contacted regarding their child's absence. Tests and academic work missed in class that day will be recorded as a zero grade.

Parents have the responsibility to assist school officials in remedying and preventing truancy. The Superintendent of Schools will file a written complaint with Superior Court Juvenile Matters if the parent fails to cooperate with the school in trying to solve the student's truancy problem.

## 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 (CMT) 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 (CAPT), SAT, ACT and AP 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. Calculators will be available for purchase during the first month of school for through your grade level teacher. The cost of the calculator will reflect a school purchase price.

## 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, 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 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)

### **Bullying/Harassment/Hazing/Sexual Harassment/Cyber Bullying**

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.

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 cyberbullying, 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. 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.

### **BULLYING/HARASSMENT-**

Bullying can be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as, but not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling, and put-downs including ethnically based verbal abuse and gender based put-downs
3. threats and intimidation
4. extortion, stealing, damaging personal possessions
5. exclusion from the peer group

A student who engages in any act of bullying is subject to appropriate disciplinary action which may include suspension, referral for expulsion or to law enforcement officials.

A bullying prevention program shall be implemented, which strives to develop a school and home environment:

characterized by warmth, positive interest and involvement by adults;

firm limits to unacceptable behavior;

where non-hostile, non-physical negative consequences are consistently applied in cases of violations of rules and other unacceptable behaviors;

where adults act as authorities and positive role models; and

where students are included in efforts to improve school climate.

A student who engages in any act of bullying will receive appropriate disciplinary action.

### **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 cyberbullying, 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 "Cyberbullying" 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 cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be 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 investing 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 Deans, Assistant Principal, and Principal.
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 Principal 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. If possible, within five (5) working days of receipt of the complaint, the Principal or designee handling the complaint shall 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.

### **Child Abuse**

Teachers, principals, paraprofessionals, and other professional school staff 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.

### **Dangerous Weapons and Instruments**

No guns, knives 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.

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 10233f 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 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.**

## **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 institutes a point system. Students will start every quarter with ten (10) Dragon Points and the ten points will be replenished each quarter. Middle school students must have at least one point left to participate in any of the incentives for that quarter. High school students must have at least one point to be eligible the first quarter, two points for the second quarter, three points for the third quarter, and four points for the last quarter. Incentives will include: raffles, dances, town meetings, evening activities, field trips and special events.

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

Dress Code Violation-1 point

Sweeps-1 point

## 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. 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"> <li>▪ Unexcused tardy to class</li> <li>▪ Sleeping or head down on desk</li> <li>▪ Unprepared for class (without book, computer, pen/pencil, etc.)</li> <li>▪ Chewing gum</li> <li>▪ Ranking/ insulting/ name calling</li> <li>▪ Lying to adult</li> <li>▪ Failure to follow adult directions</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher/Team warning,</li> <li>2. Confiscation of item (if applies), and</li> <li>3. Parent contact by teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. In-team assignment,</li> <li>2. Teacher/Team detention, and</li> <li>3. Parent contact by phone</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher and Administrator contact parent</li> <li>2. Consequence based on administrator discretion</li> </ol>
II  We believe every individual has personal integrity	<ul style="list-style-type: none"> <li>▪ Disrupting the learning environment</li> <li>▪ Horseplay</li> <li>▪ Lying to adult</li> <li>▪ Pass violation/ wandering</li> <li>▪ Inappropriate language (including general profanity)</li> <li>▪ Throwing items in hall or classroom</li> <li>▪ Inappropriate displays of affection</li> <li>▪ Cheating or plagiarism</li> <li>▪ Forgery</li> <li>▪ Vandalism (minor)</li> <li>▪ Repeated failure to follow adult direction</li> <li>▪ Inappropriate use of computer</li> <li>▪ Unauthorized use of classroom phone</li> <li>▪ Verbal Harassment/Threatening</li> <li>▪ Verbal Altercation</li> <li>▪ Harassment-non-sexual</li> <li>▪ Gambling</li> <li>▪ Creating a Hallway Disruption</li> </ul>	<p>Administration Discretion</p> <ol style="list-style-type: none"> <li>1. Teacher contacts parent, refers issue to Dean/AP and appropriate consequence is enforced.</li> </ol>	<p>Administration Discretion</p> <ol style="list-style-type: none"> <li>1. Teacher contacts parent and Dean/AP</li> <li>2. Extended detention, or</li> <li>3. Saturday detention</li> </ol>	<p>Administration Discretion</p> <ol style="list-style-type: none"> <li>1. Teacher and administrator contact parent,</li> <li>2. ISS</li> </ol>
III  We believe in an environment where people and property are respected	<ul style="list-style-type: none"> <li>▪ Insubordination/Rude &amp; Inappropriate Comment</li> <li>▪ Leave class without permission</li> <li>▪ Skipping/ Cutting class</li> <li>▪ Profanity directed at an adult</li> <li>▪ Sexual conduct/contact</li> <li>▪ Throwing food</li> <li>▪ Leaving school grounds without permission</li> <li>▪ Possession-lighters, matches &amp; other ignition devices</li> <li>▪ Unauthorized use of a teacher's computer</li> <li>▪ Inciting a fight/riot</li> <li>▪ Breach of Peace</li> </ul>	<p>Administration Discretion</p> <ol style="list-style-type: none"> <li>1. Teacher and Administrator contact parent for meeting, and</li> <li>2. Saturday detention</li> </ol>	<p>Administration Discretion</p> <ol style="list-style-type: none"> <li>1. Teacher and Administrator contact parent for meeting, and</li> <li>2. Saturday detention, or ISS</li> </ol>	<p>Administration Discretion</p> <ol style="list-style-type: none"> <li>1. Teacher and Administrator contact parent</li> <li>2. ISS</li> </ol>

<p>IV</p> <p>We believe in a safe environment for all</p>	<ul style="list-style-type: none"> <li>▪ Assault on a teacher</li> <li>▪ Pulling the fire alarm or creating a clear &amp; present danger</li> <li>▪ Possession, use, distribution, or selling of controlled substance (drugs/alcohol/tobacco)</li> <li>▪ Possession of a weapon</li> <li>▪ Sexual assault</li> <li>▪ Fighting/Assault</li> <li>▪ Theft/Stealing</li> <li>▪ Repeated Bullying/Threatening/Racial Slur</li> <li>▪ Sexual Harassment</li> <li>▪ Vandalism (major)</li> <li>▪ Battery/Assault</li> <li>▪ Arson</li> <li>▪ Acts of school-wide terrorism or threats</li> </ul>	<p>Administration Discretion</p> <ol style="list-style-type: none"> <li>1. Mandatory parent meeting</li> <li>2. Out-of-school suspension (required parent meeting for return to school)</li> <li>3. Contact law enforcement if warranted.</li> <li>4. Expulsion (per district requirements)</li> </ol>	<p>Administrator Discretion</p>	<p>Administrator discretion</p>
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**POSITIVE BEHAVIORAL INTERVENTION SUPPORT**

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. Please refer to page 21 in parent handbook for details on number of points needed per grade level.

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 Deans or Assistant Principal will be notified.

**Social Probation / Field Trip Policy**

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.

**Out-Of-School Suspension** - A student may be placed on out of school suspension anywhere from one to ten days. 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). Schoolwork missed during the period of suspension is the student’s responsibility and must be made up within the time limits prescribed by the student’s teachers.

**Expulsion** is the exclusion from all school privileges for more than ten days with limits to no more than 180 days. The Metropolitan Learning Center Governance Board 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. A student is entitled to an expulsion hearing where the student and/or his/her parent or legal guardian will be able to respond to any of the charges placed on him/her.

Student possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school ground, in any school vehicle, or at any school sponsored activity is cause for expulsion for a calendar year. Any student who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year. The Board may modify the expulsion period on a case-by-case basis.

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education record. The record will be expunged if the student graduates from high school and if the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

Reference section 5114 a, b, c of CREC's policy and regulations.

# DRESS CODE

In order to provide more unity of 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 staff.

## High School Dress Code

All high school students will be expected to come in button-down shirts and khakis beginning the first day of school.

### Monday-Friday

**Shirts:** Oxford Blue and White, tucked in

**Pants:** Full length Khaki (tan), Navy, or Black, worn at the waist

**Skirts:** Khaki (tan), Navy, or Black -must be no shorter than 5 inches above the bottom of the knee

**Belts:** Plain and solid, worn at the waist

**Accessories: Optional-** Solid Ties/Scarves(fashion only)

**Sweaters:** Solid (zipped, buttoned, full length), **MLC Fleece or plain, solid black or navy fleece**

Students may earn some Friday privileges. Until such time, all students must come in official MLC dress code.

**Please contact CT Shirtman @ 1-800-348-7679 to order button-down shirts.**

### Appropriate and acceptable:

- Neatly tucked MLC buttoned down shirt with MLC logo\*
- Appropriately sized khaki colored (tan), black, or navy blue pants
- Ladies may wear appropriately sized khaki (tan), black, or navy blue skirts, no shorter than 5 inches above the bottom of the knee.
- **Solid** colored belts with **plain** belt buckles
- MLC **or** plain black or blue fleece over MLC shirt
- **Solid** colored turtleneck or t-shirt under MLC button down
- **Solid** colored v-neck, crew neck, or cardigan sweater or vest (buttoned or zipped, no off-shoulder or half-sweaters), over MLC button down shirt
- Sneaker, low boots, dress or casual shoes
- **Solid** Blazers

\* Girls may wear the girls' tailored buttoned down shirt un-tucked.

### Inappropriate and unacceptable:

- Baggy pants
- Cargo pants (pants with multiple pockets down the front/side)
- Tight fitting pants, **skinny or straight legged pants**, or tight fitting shirts
- Ripped jeans (showing skin)
- Head-gear (doos rags, hats, head scarves, headbands)
- Hoodies/sweatshirts
- Jackets
- T -shirts or tank tops over MLC shirts
- Patterned clothing/hosiery
- Leggings
- Flip flops/slippers, moccasins, and shoes with no backs, open-toe sandals
- Oversized jewelry, chains/spiked accessories on clothing
- High cut boots/shoes (pants must be worn over shoes and boots) **(If students wear high cut winter boots to school, they must be replaced with appropriate shoes while in school).**

**Dress Casual Days-** There may be dress casual days during the year. Students will have the opportunity to earn these days. The following items are acceptable for dress casual days: full length jeans (no skin showing), and appropriately fitting shirts, sweatshirts or sweaters,  
*Metropolitan Learning Center*

# Middle School Dress Code

In order to provide more unity of 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 staff.

6<sup>th</sup> graders will begin the school year wearing a non MLC white shirt

sneakers or closed toe/heel shoes.

Grade	Early Intervention Process (EIP)			Belts <i>(worn at the waist)</i>
	Shirts	Full length Pants <i>(worn at the waist)</i>	Skirts	
6th	<b>Plain White -first month</b>	Navy, Black, Tan	Navy, Black, Tan	Solid, Plain
All middle school students	MLC Navy (when purchased)	Navy, Black, Tan	Navy, Black, Tan	Solid, Plain
7th	MLC Navy, Black, White	Navy, Black, Tan	Navy, Black, Tan	Solid, Plain
8th	MLC Navy, Black, Grey, White	Navy, Black, Tan	Navy, Black, Tan	Solid, Plain

You may contact CT Shirtsman @ 1-800-348-7679 to place orders for polo shirts.  
Contact Novel Tees @ 860 643-6008 to order the MLC fleece.

### Appropriate and acceptable

- \* Neatly tucked MLC polo shirt
- \* Appropriately, full length and sized khaki colored (tan), black or navy blue pants
- \* Ladies may wear appropriately sized khaki (tan) black or navy blue, skirts no shorter than 5 inches above the bottom of the knee
- \* Solid colored belts with plain belt buckles
- \* MLC fleece
- \* Solid-colored turtleneck/t-shirt under MLC shirt
- \* Navy blue, black, gray or white v-neck, crewneck, or cardigan sweater (buttoned or zipped, no off-the-shoulder or half-sweater) over MLC shirt
- \* Sneakers, dress shoes, or low boots

### Inappropriate and not acceptable

- \* Baggy pants
- \* Cargo pants (pants with multiple pockets down the side or front)
- \* Tight-fitting pants, (**skinny or straight legged pants**), or shirts
- \* Head gear (doo rags, hats, head scarves, headbands)
- \* Hoodies/sweatshirts
- \* Jackets
- \* T-shirts or tank tops over MLC shirts
- \* Patterned clothing/hosiery (must be plain)
- \* Leggings
- \* Flip flops/slippers, moccasins, and shoes with no backs
- \* Open toe sandals
- \* Chains/spiked accessories on clothing
- \* Oversized jewelry
- \* High cut boots/shoes (pants must be worn over shoes and boots)
- \* Non MLC fleece

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,

### DRESS CASUAL DAYS-

There may be dress casual days during the year. Students will have the opportunity to earn these days. The following items are acceptable for dress casual days: full length jeans (no skin showing), and appropriately fitting shirts, sweatshirts or sweaters, sneakers or closed toe/heel shoes.

Scientific 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:

Tania Thibault- 6<sup>th</sup> Grade Counselor, 242-7834 ext. 2364  
Alison Jamin- 7/8<sup>th</sup> Grade Counselor, 242-7834 ext. 2382  
Antonella Maccarone- High School Counselor (A-L), 242-7834 ext. 2365  
Matthew Coon -High School Counselor (M-Z), 242-7834 ext.

## Email Contact Information

Our staff email information will be available on our website.

## Early Release - Athletics/Co-Curricular

Early Dismissal Procedures:

- Students will report to D Block classes to check in with teacher before reporting to office.
- Athletic Director will communicate dismissal times for each sport via email.
- Parents are expected to come inside the building to sign out their student.
- Students should contact their D-Block teacher for any assignments that may be missed.
- All work must be made up and turned in when the assignment is due.
- Focus Study should be used as meeting time with their D-Block teacher as needed.
- The “C-Rule” is in effect – Maintaining a C average or higher overall in MLC classes is required for eligibility to participate in athletic activities. **If students fail two or more classes within a quarter, they will be deemed ineligible.**
- If students violate the dismissal policy, they will receive disciplinary consequences including contacting the team coach and being ineligible for practice and games.

Coordination between the Athletic Director and appropriate administration will monitor academic and behavioral expectations. Seniors are eligible for early release at 1:50 if they have met the above requirements and have handed in a completed early release form.

## Electronic Devices

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, pagers, CD players. Consequences for students who violate the Electronic Device Policy include:

- Item confiscated to be returned only to a parent or guardian

## Emergency School Closings

### Inclement Weather:

Since the Metropolitan Learning Center is located in Bloomfield, the school follows the district of Bloomfield for late openings or morning school closings. **If Bloomfield Public Schools close, then MLC will be closed.** You may not hear MLC mentioned by name, but should assume that we will be closed when Bloomfield is closed. **Some television reports MLC closing as CREC-Metropolitan Learning Center.**

If Bloomfield delays the opening of school, but your town does not and you transport your son/daughter to MLC we will have adults present to provide supervision at the usual time. 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.

## Expectations for Student Learning (*draft*)

Goals of each area of interaction:

1. Approaches to learning (ATL): to enable students to apply a range of ATL skills in different learning situations.

Students should become aware of ATL skills as common to all subjects. Students should understand that ATL gives them the tools to recognize their responsibilities as learners and citizens of local, national, and global communities (and the responsibilities of those communities to their citizens). Finally, students' ongoing reflection on their learning and learning processes will lead to deeper awareness as themselves as learners and their preferred learning styles.

Advanced/Exemplary	Always demonstrates ATL skills: organization, collaboration, communication, information literacy, reflection, thinking, transfer.
Goal	Consistently demonstrates ATL skills: organization, collaboration, communication, information literacy, reflection, thinking, transfer.
Proficient	Frequently demonstrates ATL skills: organization, collaboration, communication, information literacy, reflection, thinking, transfer.
Basic	Occasionally demonstrates ATL skills: organization, collaboration, communication, information literacy, reflection, thinking, transfer.
Below Basic	Rarely demonstrates ATL skills: organization, collaboration, communication, information literacy, reflection, thinking, transfer.

2. Community and service: to lead students through the various stages of growth and awareness towards responsible, autonomous action (p 26 PP).

Students must develop an awareness of what a community is, and, as they proceed through the MYP, should come to understand the complexities and varied forms that communities take in the world. As students reflect on the concept of community, they come to appreciate that they are, individually, members of various communities, and that as such, they have certain responsibilities within those communities. Students will also come to understand that communities have many responsibilities toward their members. Finally, as students reflect on their responsibilities of their actions (or inaction) within communities, they can consider how they can get positively involved in their communities – and how this can be a mutually beneficial situation (that they grow and are enriched through service, just as the community is).

Advanced/Exemplary	Always demonstrates community awareness and understanding, reflection, and involvement through service.
Goal	Consistently demonstrates community awareness and understanding, reflection, and involvement through service.
Proficient	Frequently demonstrates community awareness and understanding, reflection, and involvement through service.
Basic	Occasionally demonstrates community awareness and understanding, reflection, and involvement through service.

Below Basic	Rarely demonstrates community awareness and understanding, reflection, and involvement through service.
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3. Health and social education: to develop in students a range of skills to better prepare them for making responsible and considered choices.

Students need to be able to make important choices that require critical thinking, and in order to do this, they need to be aware of and understand a range of contemporary and historical social issues. They also must reflect on and have informed opinions on a range of health and social issues, so that they can make considered and responsible choices on a range of health and social issues. In short, they need to be thoughtful and responsible caretakers, both of themselves (physically and emotionally) and of others.

Advanced/Exemplary	Always demonstrates an awareness and understanding of contemporary and historical social issues, reflection and informed opinions on a range of health and social issues, and consideration and responsibility for choices on a range of health and social issues.
Goal	Consistently demonstrates an awareness and understanding of contemporary and historical social issues, reflection and informed opinions on a range of health and social issues, and consideration and responsibility for choices on a range of health and social issues.
Proficient	Frequently demonstrates an awareness and understanding of contemporary and historical social issues, reflection and informed opinions on a range of health and social issues, and consideration and responsibility for choices on a range of health and social issues.
Basic	Occasionally demonstrates an awareness and understanding of contemporary and historical social issues, reflection and informed opinions on a range of health and social issues, and consideration and responsibility for choices on a range of health and social issues.
Below Basic	Rarely demonstrates an awareness and understanding of contemporary and historical social issues, reflection and informed opinions on a range of health and social issues, and consideration and responsibility for choices on a range of health and social issues.

4. Environments: to develop an awareness and understanding of a range of environments (natural, built, virtual) and their qualities as well as to explore the nature of environments and the interactions between and the interdependencies of various environments.

Students will develop an awareness and understanding of the contexts provided by various environments, and will therefore come to understand their responsibilities towards their environments. Students will be better placed to take positive and appropriate action at the personal, local, or global levels. Reflecting on their actions has students consider the effectiveness of their actions and take responsibility to effect positive change.

Advanced/Exemplary	Always demonstrates an awareness and understanding of a range of environments (natural, built, virtual) and their qualities, an ability to reflect on the interactions between and interdependence of various environments and our responsibilities to our environments, and a willingness to take action on a range of environmental issues.
Goal	Consistently demonstrates an awareness and understanding of a range of environments (natural, built, virtual) and their qualities, an ability to reflect on the interactions between and interdependence of various environments and our responsibilities to our environments, and a willingness to take action on a range of environmental issues.
Proficient	Frequently demonstrates an awareness and understanding of a range of environments (natural,

	built, virtual) and their qualities, an ability to reflect on the interactions between and interdependence of various environments and our responsibilities to our environments, and a willingness to take action on a range of environmental issues.
Basic	Occasionally demonstrates an awareness and understanding of a range of environments (natural, built, virtual) and their qualities, an ability to reflect on the interactions between and interdependence of various environments and our responsibilities to our environments, and a willingness to take action on a range of environmental issues.
Below Basic	Rarely demonstrates an awareness and understanding of a range of environments (natural, built, virtual) and their qualities, an ability to reflect on the interactions between and interdependence of various environments and our responsibilities to our environments, and a willingness to take action on a range of environmental issues.

5. Human ingenuity: to develop reasoned judgment of scientific, ethical, aesthetic, and technological transformations and an appreciation of their consequences (both positive and negative).

Students will develop an awareness and understanding of the constructive and destructive activities of human beings, and they can inquire into subject content and reflect on the ingenuity of humans from various perspectives: process, origin, development, impact, context, and product. Students will reflect on the impact of a range of creations (and their creators) from different time periods on themselves and others, which will in turn allow students to make reasoned predictions about future developments and possible consequences of them. Finally, students will be prepared to think creatively to develop solutions and products to solve problems that they see around them.

Advanced/Exemplary	Always demonstrates awareness, understanding, and reflection about the many perspectives of ingenuity (process, origin, development, impact, context, product), the positive and negative consequences of innovation, and the creativity to develop thoughtful solutions to a range of problems.
Goal	Consistently demonstrates awareness, understanding, and reflection about the many perspectives of ingenuity (process, origin, development, impact, context, product), the positive and negative consequences of innovation, and the creativity to develop thoughtful solutions to a range of problems.
Proficient	Frequently demonstrates awareness, understanding, and reflection about the many perspectives of ingenuity (process, origin, development, impact, context, product), the positive and negative consequences of innovation, and the creativity to develop thoughtful solutions to a range of problems.
Basic	Occasionally demonstrates awareness, understanding, and reflection about the many perspectives of ingenuity (process, origin, development, impact, context, product), the positive and negative consequences of innovation, and the creativity to develop thoughtful solutions to a range of problems.
Below Basic	Rarely demonstrates awareness, understanding, and reflection about the many perspectives of ingenuity (process, origin, development, impact, context, product), the positive and negative consequences of innovation, and the creativity to develop thoughtful solutions to a range of problems.

## External Credit for Enrolled MLC Students

To graduate from MLC all students need to earn 28.00 credits. **The exception to this is the Class of 2012, which will operate on the previous stipulation of 25.00 credits.** 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 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, 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 and 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”. Effective October 2008, schools will be required to substitute one fire drill with one crisis-response drill.

## 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 sales for and promoting an outside fundraiser is prohibited in School.**

## Governance Committee Members

- |        |   |
|--------|---|
| CREC - | Dr. Bruce Douglas, Executive Director.                  |
|        | Mrs. Denise Gallucci, Deputy Director of Magnet Schools |
| MLC -  | Mrs. Sasha Douglas, Principal                           |
|        | Mrs. Wanda Broaden, Assistant Principal                 |
|        | Ms. Felicia Fountain, Dean of Students                  |
|        | Mrs. Jennifer Hoffman, Dean of Students                 |

Mr. Henry Munoz, Dean of Students  
 Ms. Antonella Maccarone, School Counselor  
 Mrs. Caryn Stedman, Curriculum Specialist-Social Studies and International Studies  
 PTO President – MLC PTO president or his/her designee  
 Superintendents/Representatives from Bloomfield, East Windsor, Enfield, Hartford, Windsor, Windsor Locks

## Grade Reporting

**Progress Reports:** Progress reports are sent on a regular basis throughout the school year by e-mail and /or school mailings. These reports include commendations and recommendations. A parent/teacher or student-led conference may be scheduled at any time during the school year by request of the student, parent, or teacher. Conferences may be scheduled during grade level team planning time or after school. Final progress reports will assess the student’s academic standings for summer school or promotion to the next grade.

**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 every ten days.

**Grades-** Student achievement in each subject area will be assessed using the IB criteria and assessment policy. In each subject, students will receive scores that demonstrate their level of understanding in each criterion. These marks will be used to determine the final score at the end of the course. Parents are encouraged to discuss their child’s progress in each subject area throughout the year. Incomplete grades are given in circumstances such as illness. Students must complete additional work within a period determined by the teacher.

### Grading Policy:

As part of the transition to IB, MLC has adopted the following grading policy. Each student will earn a final grade in each subject (including *Commitment to Learning*) using the seven point scale listed below. These grades do NOT convert to a percentage of 7, so a **5 is NOT a 71%**. While the International Baccalaureate discourages conversion, it may be helpful for parents to understand how universities and colleges, which are familiar with the International Baccalaureate, interpret these IB scores.

### Below is a sample conversion table.

IB Grade	Letter Grade	4-0 Scale
7+	A+	4.6
7	A+	4.4
7-	A	4.2
6+	A	4.0
6	A-	3.8
6-	A-	3.6
5+	B+	3.4
5	B	3.0
5-	B-	2.6
4+	C+	2.4
4	C	2.0
4-	C-	1.6
3+	D+	1.4
3	D	1.0
3-	D-	0.6
2+	D-	0.4
2	F	0.0

Grade	Descriptor
Grade 1	<b>Minimal</b> achievement in terms of the objectives.
Grade 2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
Grade 3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
Grade 4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

In

order to calculate the 1-7 final grade for each student in a given subject, the teacher must first calculate the final score the student has earned in each criterion using the “best fit” approach.\* The teacher then totals the scores for all of the criteria in the subject.

\*Best fit approach: *For example, if a student has achieved the following scores in a specific criterion – 2,3,3,4,5,4,5,5,6,5 – the student’s score would be a 5 (NOT the average, 4.1). This is because the student has demonstrated that s/he has mastered the achievement described on the subject-specific rubric most consistently at the level of 5.*

**METROPOLITAN LEARNING CENTER MAGNET**

**SCHOOL FOR GLOBAL AND INTERNATIONAL STUDIES**

**Mrs. Sasha Douglas, Principal**

**Mrs. Wanda Broaden, Assistant Principal**

**GRADUATION REQUIREMENTS**

The graduation requirements for the Metropolitan Learning Center Magnet School reflect the school’s magnet theme of global and international studies with a rigorous emphasis on world languages and state of the art technology. The organization of the school, the curriculum, and resulting graduation requirements are based on The New England Association of Schools and Colleges standards on teaching and learning, the pillars articulated in “Breaking Ranks, Changing an American Institution” published by the National Association of Secondary School Principals and the vision of the Connecticut Secondary School Reform.

	Connecticut General Statutes CGS 10-22(a) (Credit/Credit Equivalents)	MLC Graduation Requirements Class of 2012	MLC Graduation Req. Class of 2013
English (American Literature, Power of Voice, & World Lit.)	4	4	<b>4</b>
Math (Algebra I, Geometry, Algebra II or equivalent)	3	4	<b>4</b>
Social Studies (US History, Emerging Civil Societies <b>or</b> Civics & World History)	3	3	<b>3</b>
Science 2012:(Physical Science & Lab Science) 2013: (Physical Science, Biology/Life Science & Chemistry or other science)	2	2	<b>3</b>
STEM Elective (Science, Technology, Engineering, or Math)	-	-	<b>1</b>
Fine Arts (Art, Music)			<b>1</b>
Career & Essential Life Skills (Parenting, Financial Literacy, Nutrition, Physical Activity, Technology)	1	2.5	<b>2</b>
Physical Education/Health (Exercise Science/ Personal Wellness 9, Exercise Science/ Personal Wellness 10, Fitness/Wellness 11)	1	1.5	<b>1.5</b>
Civics & Electives (Global/Int'l Studies)	8	4	<b>4</b>
World Language (3 consecutive years)		3	<b>3</b>
College and Career Planning Seminar			<b>.5</b>
Capstone		1	<b>1</b>
<b>Total</b>	<b>22</b>	<b>25</b>	<b>28</b>

To graduate from the Metropolitan Learning Center Magnet School for Global and International Studies, a student must have earned a total of 28 credits, (a minimum of 22 credits or credit equivalents as delineated in Connecticut Statute C.G.S. 10-221 (a) **in addition** to those required by MLC as articulated in the credit distribution section).

In addition Connecticut General Statutes requires all students meet fundamental literacy and numeracy performance standards in order to graduate.

**Literacy (Reading and Writing) Performance Standard:**

In order to meet the literacy standard, a student must receive a passing grade of 4 credits or credit equivalents in English and 3 credits or credit equivalents in Social Studies including US History and Civics, and:

### **Reading**

Every student must be able to read to gain information and to interpret fiction and non-fiction texts. A student will meet the reading component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Reading across the Disciplines on the Connecticut Academic Performance Test (CAPT)
- DRP of 66 or above (offered after 1st CAPT attempt)
- Achieve a minimum of 450 on the Verbal section of PSAT or SAT
- Achieve a minimum score of 18 on the ACT
- Meet standard requirement on locally developed performance assessment task
- Achieve IEP goals for reading

### **Writing**

Every student must be able to write in order to inform, express ideas or persuade. A student will meet the writing component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Writing CAPT
- A passing grade according to a uniform rubric similar to state standards on a locally developed essay exam (offered after 1st CAPT attempt)
- Meeting standard on an expository or persuasive writing piece from any curriculum area graded according to a uniform rubric (offered after 1st CAPT attempt)
- Achieve a minimum of 450 on the Writing section of PSAT or SAT
- Achieve a minimum score of 18 on the ACT
- Achieve IEP goals for writing
- English Writing SAT II of 450 or better.

### **Numeracy (Quantitative Thinking) Performance Standard**

In order to meet the numeracy standard, a student must receive a passing grade of 3 credits or credit equivalents in Math (including Financial Literacy) and 2 credits or credit equivalents in Science and:

### **Mathematics**

Every student must be able to use basic arithmetic operations in solving problems involving simple algebraic, geometric, and statistical concepts. A student will meet the mathematics component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Math CAPT
- Meet standards on a locally developed performance task including the use of statistics, geometry, algebra and arithmetic (offered after 1st CAPT attempt)
- Math Reasoning SAT I of 450 or better
- Math SAT II of 450 or better
- Completion of a locally developed assessment, approved in advance by the Math Department, which would involve the use of the required concepts and skills
- Achieve a minimum score of 18 on the ACT
- Achieve IEP goals for Math

### **Science**

Every student must be able to understand and apply the basic principles of biological and physical sciences, and use appropriate skills to recognize and solve problems scientifically. A student will meet the science component of this standard by receiving a passing grade of 2 credits or credit equivalents in Science and achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Science CAPT
- Completion of a locally developed assessment, approved in advance by the Science Department, that involves data collection, and is graded according to an established rubric.
- Achieve IEP goals for Science
- SAT II Science Subject 450
- Achieve a minimum of 18 on the ACT

### **Remediation**

Every effort will be made to personalize learning for students to raise their achievement level prior to retaking the CAPT or other assessment.

- Individual/small group tutorial

- Additional course work
- Elective classes
- Summer school
- Repeat of CAPT test during junior year
- Repeat performance task during junior/senior year or Summer Academy
- Repeat of DRP measure

### **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**

**English Language Arts:** 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.

**Science:** 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.

**Social Studies:** 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.

**World Languages and Cultures:** 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.

### **Graduation Ceremony:**

Student participation in the graduation ceremony is based upon students fulfilling all requirements placed forth by the State of Connecticut and MLC's Board of Governance. Participation in graduation is a privilege, not a right. Students must be in attendance at school on the day of graduation.

All fines and dues must be turned in or paid prior to the graduation ceremony. Failure to do so will result in not participating in the graduation ceremony.

## Guidance and School Counseling

Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the school social worker and school guidance 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 filling out a Guidance Appointment request form in the office, 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.

Our counselors: Ms. Tania Thibault, Ms. Alison Jamin, Ms. Antonella Maccarone and Mr. Matthew Coon  
Social Worker: Ms. Brenda Royce  
Strategies Room Social Worker: Ms. Lenore Pierce  
Transition Coordinator: Mrs. Tania Thibault

## Health Services: School-Based Health Clinic

### **Mrs. Dawn Willingham, RN, School Nurse**

#### **Alice Stockton, APRN, School 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. The School Based Health Clinic is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Scoliosis and hearing tests are administered to students in grade eight. 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.

#### **Communicable/Infectious Diseases**

*Metropolitan Learning Center*

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 Mrs. Dawn Willingham.

### 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 6 (or 7) and in grade 10 (or 11). All students in grades K-6 and grade 9 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 5 and grade 8. Postural screening will be conducted for all students in grades 5 through 9.

## 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. There should never be an excuse for a student to not know their homework assignment. 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 who fail to complete homework will be required to make it up.

## 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 safely and responsibly take control of their online experiences. MLC has adopted lessons and activities from I-SAFE America, a non-profit organization 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 a suspension up to 5 days 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 13<sup>th</sup> 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.

## 13<sup>th</sup>/ 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 13<sup>th</sup> 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 13<sup>th</sup> 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](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/>

## 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 with a \$40.00 rental fee prior to issuance of laptop. A new computer will not be distributed if there is an outstanding bill from the previous year. Middle School students will use laptops provided in the classroom. Middle School students and parents must sign a user agreement regarding the appropriate use of the laptop.

- 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.

## Library Media Center

Students are encouraged to use the books, magazines, newspapers and other print materials located in the media center. Students are responsible for any material signed out. Materials must be returned to the librarian at the circulation desk on time. Students must pay for any materials they lose or damages. A student's grades, transcript or report card may be withheld until a student's obligation is met.

## Lost and Found

Any articles which are found in the school and 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. Lunch for students is contracted through the Windsor School District Food Services. Hot lunch and *a la carte* are offered. Students may bring a bagged lunch from home. Milk, juice, and *a la carte* 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. Parents do not 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, National World

## Language Honor Society

The MLC Chapters of the National Honor Society (High School), National Junior Honor Society (grades 6, 7, and 8), and the Maria Sanchez Chapter of the National World Language Society 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.

Prerequisite Conditions for Selection:

- Only those students who have attended the MLC the equivalent of one semester or more may be considered for membership.
- For National Honor Society, membership is open to the MLC's Juniors and Seniors. Juniors will be inducted in the second (Spring) semester. Seniors will be inducted in the first (Fall) semester.
- For National Junior Honor Society, membership is open to seventh and eighth graders. Students will be inducted in the fourth quarter.
- There are no quotas or percentages of members per class.

## No Child Left Behind Act of 2001

### What Every Parent Should Know

Our school district receives funds from the federal government to help improve student learning. These funds are provided under the rules and regulations of a federal law known as the No Child Left Behind Act (NCLB) of 2001.

This education law requires every state to determine academic standards for K-12 students and for every public school district to demonstrate successful academic achievement in order to receive federal funds. This law also requires public school districts to develop a parent notification process to inform them about student progress and encourage their involvement in their child's academic success.

The following are highlights of NCLB, our district and school's responsibilities and what they mean to you and your child.

#### Student Achievement

NCLB requires every state to establish academic standards for what students should know and be able to do. Each district and school is measured by how well students are progressing toward and meeting these standards. All students are required to make progress as measured by a state-developed test that is administered annually at specific grade levels.

Annually, the district will publish an easy-to-read and detailed "report card" identifying the progress of each school. Included in the report card is student achievement data separated into groups by:

Race	Ethnicity
Gender	English Language Proficiency
Migrant Status	Disability Status
Low-Income Status	All Students

Parents will also receive information about the professional qualifications of teachers. The annual district report card provides parents with important, timely information about the schools their children attend and how they are performing for all children, regardless of their background.

#### Adequate Yearly Progress

"Adequate Yearly Progress" (AYP) is the phrase used to describe progress toward achieving state academic standards. AYP is the minimum level of improvement that state departments of education, school districts and school must achieve each year. The state sets the AYP standard that every school must meet so that every student is proficient in reading, math and language arts by the school year 2013-2014. All groups of students must make the minimum level of improvement each year. Failure of any one group of students may result in a district or school not making Adequate Yearly Progress. In addition, at least 95% of students enrolled in each group must take the test each year.

#### Accountability

Our district receives funds under Title 1 of NCLB, known as "Improving the Academic Achievement of the Disadvantaged." More information about Title 1 is attached to this notice. Although progress toward AYP is reported for all schools, there are consequences for schools and school districts that receive Title 1 funds but do not achieve AYP. Depending upon the number of consecutive years AYP is not achieved, a district or school that receives Title 1 funds will be identified for needing improvement, corrective action, or restructuring. District and school staff, with the involvement of parents, must develop plans to improve student learning so that AYP is achieved by all students and by each group of students.

#### School Choice and Supplemental Education Services

Any child attending a Title 1 school that has not made AYP for two or more consecutive years must be offered the option of transferring back to his/her home district. The district will notify parents if their child is eligible for school choice no later than the first day of the school year following the year for which their school has been identified for improvement.

The choice no later than the first day of the school year following the year for which their school has been identified for improvement. The No Child Left Behind Act requires that priority for public school choice be given to the lowest achieving children from low-income families.

### **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.

- 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.

*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 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.

*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:

Local Liaison Name: Brenda Royce  
Telephone: 242-7834 x2310  
Address: MLC  
1551 Blue Hills Ave  
Bloomfield, CT 06002

- a. Immediate or continuation of, enrollment in school and, when desired or feasible, at the "school of origin."

No Child or Youth Should Be Denied Access to a Free and Appropriate Public Education

### **Right to Request Teacher Qualifications**

Our school receives federal funds for Title I programs that are part of the No Child Left Behind Act of 2001. Throughout the school year, we will continue to provide you with important information about this law and your child's education. You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

if the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction; if the teacher is teaching under an emergency status for which state licensing requirements have been waived; the type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and if your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications. If you would like to request this information, please contact your child's school.

### **Annual Principal Verification of Highly Qualified Staff Requirements**

Our school qualifies for Title I funding under the federal No Child Left Behind Act (NCLB) of 2001. This Act requires that certain teachers and paraprofessionals meet specific requirements that qualify them as "highly qualified". Each District and school receiving NCLB funds must certify that all newly hired teachers and paraprofessionals working in Title I programs are highly qualified. This public notice is verification by the principal that our school is in compliance with this requirement and is making annual progress toward the following:

- All teachers teaching core academic subjects will be highly qualified not later than the end of the school year.
- All Title I teachers hired before January 2002 will be highly qualified not later than the end of school year.

- All Title I paraprofessionals hired before January 2002 will be highly qualified not later than January.

MLC's faculty and staff have been deemed "highly qualified" by Ms. Anne McKernan, MLC Principal.

Copies of this verification are maintained at the school and the district office and upon request, are made available to any member of the community.

## Notice of State Review of District Adequate Yearly Progress (AYP)

MLC appreciates your involvement in your child's education and want to let you know about an important communication that you may soon be receiving from our state Department of Education. This communication is a report of our school district's progress toward meeting state academic standards. The report may be distributed by one of several methods: direct mail, email to parents, local newspaper or other media, or directly from our district/school.

By now, you have probably heard of the federal No Child Left Behind Act of 2001. One requirement of this law is that our state Department of Education must annually review the progress of our school district to determine if adequate yearly progress (AYP) is being made toward the state's academic achievement standards. District progress toward meeting state standards is based on total student test performance from every tested grade level at each school in the district and from every tested subgroup of students. Tested subgroups include students who are:

- receiving Special Education services,
- limited English language proficient,
- from low income families, and
- represent different racial/ethnic classifications.

All students and every subgroup in the district must make annual progress toward state standards for the district to be identified as making adequate yearly progress (AYP). This is an ambitious goal that every district administrator, teacher and staff member is striving to attain.

If the state Department of Education determines that the district has not made AYP for two (2) or more consecutive years, it must:

- identify the district for school improvement, corrective action or restructuring,
- provide the district with an opportunity to review the data upon which the review was based, and
- publicize and disseminate the results of the progress review to parents, staff and the community.

In addition, the state will provide assistance to identified districts and must keep parents and the community informed regarding the progress of such assistance in addressing the reasons that caused the district to not make adequate yearly progress.

If you have any questions regarding information provided by the state or about our district's AYP, please contact Ms. Anne McKernan at your earliest convenience.

## Annual Notice of Supplemental Services for Title I Schools

Our school qualifies to receive additional funding from the federal government. These funds are for a program known as Title I under the No Child Left Behind Act of 2001. Because of this, we will be sending you important information about the program and your child's education throughout the school year.

All schools that receive Title I funds must show that students are improving in their test scores on statewide assessments. This is called making 'Adequate Yearly Progress,' or AYP. If a school does not make Adequate Yearly Progress for three consecutive years, parents must be notified. In addition, the district must make available additional help for eligible students upon parent request. This additional academic help or tutoring is called 'supplemental services'.

Your child may be eligible for supplemental services. These services will be provided before or after school at no cost to

you. The organizations that provide this extra help are called "providers". Attached is a list of providers that have been approved by the state and are reasonably close to the school or accessible through technology. If your child becomes eligible for supplemental services, the district or school will notify you and if requested, help you select a provider from the approved list.

If the district is not able to provide extra help for everyone who requests it, a fair and equitable process will be used to make sure that students in the greatest need receive services first. Participation in a supplemental service program is kept confidential.

We encourage you to contact us as soon as possible if you have any questions regarding this notice or your child's eligibility to participate. You may call Principal Anne McKernan at 860-242-3672.

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

## **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     | ▪ Grade level                        | ▪ Awards or recognition received             |
| ▪ Telephone number | ▪ Participation in school activities | ▪ Weight and height of athletic team members |
| ▪ Photograph       | ▪ Dates of attendance                |  |

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 15, 2005 to let us know which type of directory information you wish to deny release or request prior written consent prior to release.

## **Parent Involvement/Conferences/Communication/PTO**

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. In order for a student to take greater ownership in his/her education, MLC holds student-led conferences. This provides students with a stronger sense of responsibility and also invites a more meaningful exchange about strengths, areas of need in the teaching and learning process.

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. Attendance at parent-teacher conference, participation in campus parent organizations, and being an active PTO member are strongly encouraged.

### **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 6:00-7:30 in the Dining Commons.

### **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.

-Angie Craig, PTO President

### Opportunities for Involvement/Parent Compact

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.** Please review the following choices and note the dates on your calendar. We need your support so please make sure to attend as many of these events as possible.

### 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. Parents can also sign-up for the MLC News electronic newsletter to find out what is happening at MLC at <http://groups.google.com/group/MLC-News>. Some of these events may include Open House, Parent Report Card Pick Up Night, Community Conversations and PTO.

### PTO Nights

Join the PTO or come to monthly meetings. PTO meets the first Wednesday of the month at 6:00 -7:30 in the dining commons.

September 7, 2011	February 1, 2012
October 5, 2011	March 7, 2012
November 2, 2011	April 4, 2012
December 7, 2011	May 2, 2012
January 4, 2012	June 6, 2012

## Parents Visiting MLC Classrooms

### Visiting MLC and Classrooms:

All visitors must sign in at the main office upon arrival to school. 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 Ms. Douglas or Mrs. Broaden 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 to debrief before leaving the building and to sign out

## 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 which needs to be completed and signed by both student and parent in the back of this handbook.**

## Promotion and Retention

### Placement in High School Classes

Eighth grade students, who earn a final grade of an 80 or better in their second year of middle school world language study, will be placed in Chinese II or Spanish II, respectively during their ninth grade year. Eighth grade students who earn

a final grade of an 83 or better in Algebra I will be placed in Geometry during their ninth grade year.

### 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 in the grade level pod office.

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 or Essentials class, s/he 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 or Essentials classes, s/he 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, s/he will be retained in that grade and required to attend MLC Summer Academy to begin remediation.
  - If a student fails any essentials class, s/he will be required to make it up during Essentials Week of 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.

Accepted by the Board of Directors of MLC 12/12/03

**High School Criteria:** A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level.

**Class of 2013 and Beyond:**

Promotion and class placement are based on the number of credits earned in the previous year. Student's can earn 8.0 credits per year. Students must earn 28 credits as stipulated in the MLC graduation requirements in order to graduate.\*

Minimum Requirements needed for promotion	Student will be placed into	Credits to be Earned by End of the Year**
Successful completion of 8 <sup>th</sup> grade	9 <sup>th</sup> grade	8
Seven credits	10 <sup>th</sup> grade	16
Fourteen credits *	11 <sup>th</sup> grade	24
Twenty-one credits*	12 <sup>th</sup> grade	28

**\*Class of 2012 adheres to 25 credit requirement.**

Essentials classes can only be made up through credit recovery at the MLC Summer Academy for which a fee is charged.

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

1. S/he must attend summer school at the sending district's summer school program at the student's cost, or
2. Attend MLC Summer Academy and enroll in Virtual High School's credit recovery program at the student's cost. This is contingent upon that class being offered through VHS. The student must be physically present at MLC Summer Academy to participate in the VHS credit recovery class so work can be monitored.

Accepted by the Board of Directors of MLC 12/12/03

## 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. **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 desks, 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.

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.

## Schedules for Middle School

### Regular Day

#### 6th Grade

8:00-8:20	Morning Circle (Tues & Thurs)
8:20-9:00	Core 1 (Tues-Thurs)
8:00-9:00	Core 1 (M,W,F)
9:00-10:00	Core 2
10:05-11:05	Essentials
11:10-12:05	Core 3
12:05-12:25 12:30-12:55	Focused Study/Lunch
1:00-2:00	Core 4
2:00-3:00	Core 5

#### 7th Grade

8:00-8:20	Morning Circle (Wed & Fri)
8:20-9:05	Core 1 (W,F)
8:00-9:05	Core 1(M,T,Th)
9:05-10:05	Core 2
10:05-11:05	Core 3
11:10-12:15	Essentials
12:20-12:45 12:50-1:05	Lunch/Focus Study
1:05-2:00	Core 4
2:00-3:00	Core 5

#### 8th Grade

8:00-8:55	Core 1
9:00-10:00	Essentials
10:05-11:00	Core 2
11:00-11:50	Core 3
11:50-12:45	Core 4
12:50-1:20	Lunch
1:25-2:00	Focus study
2:00-3:00	Core 5

### 90 Minute Delayed Opening

#### 6th Grade

9:30 – 10:05	Essentials
10:10 – 10:55	Core 1
10:55 – 11:20	Lunch
11:25-12:20	Core 2
12:20-1:05	Core 3
1:05-2:00	Core 4
2:05-3:00	Core 5

#### 7th Grade

9:30 – 10:10	Core 1
10:10 – 10:50	Core 2
10:55 – 11:25	Lunch
11:25– 12:05	Essentials
12:10 – 12:50	Core 3
12:50-1:30	Core 4
1:30-2:00	Focused Study
2:00-3:00	Core 5

#### 8th Grade

9:30 – 10:05	Core 1
10:10 – 10:45	Essentials
10:50 – 11:25	Core 2
11:25 – 12:05	Core 3
12:05 – 12:45	Core 4
12:50-1:20	Lunch
1:25-2:00	Focused Study
2:00-3:00	Core 5

### Noon Dismissal

#### 6th Grade

8:00 – 8:40	Core 1
8:45 – 9:25	Essentials
9:30 – 10:05	Core 2
10:05 – 10:40	Core 3
10:40 – 11:20	Core 4
11:20 – 12:00	Core 5

#### 7th Grade

8:00 – 8:45	Core 1
8:45– 9:25	Core 2
9:30 – 10:05	Essentials
10:10 – 10:40	Core 3
10:40– 11:20	Core 4
11:20– 12:00	Core 5

#### 8th Grade

8:00 – 8:40	Essentials
8:45 – 9:20	Core 1
9:20 – 10:00	Core 2
10:00– 10:40	Core 3
10:40 – 11:20	Core 4
11:20 – 12:00	Core 5

## Schedules for High School

### Regular Day-First Lunch

8:00-9:35	A Block
9:40-11:12	B Block
11:15-11:40	Lunch
11:45-12:15	Focus Study in C Block Class
12:20-1:45	C Block
1:50-3:00	D Block, Essentials

### Regular Day -Second Lunch

8:00 –9:35	A Block
9:40-11:12	B Block
11:15-11:45	Focus Study in C Block Class
11:50 – 12:15	Lunch
12:20 – 1:45	C Block
1:50 – 3:00	D Block Essentials

### Noon Dismissal

8:00 – 8:55	A Block
9:00 – 9:55	B Block
10:00 – 10:55	C Block
11:00 – 12:00	D Block

### 90 Minute Delay-First Lunch

9:30-10:25	A Block
10:30-11:27	B Block
11:30-11:55	Lunch
12:00-12:25	Focus Study in C Block Class
12:30-1:45	C Block
1:50-3:00	D Block

### 90 Minute Delay-Second Lunch

9:30-10:25	A Block
10:30-11:27	B Block
11:30 – 11:55	Focus Study in C Block class
12:00 – 12:25	Lunch
12:30 – 1:45	C Block
1:50-3:00	D Block

## Scholarships, Financial Aid and Awards

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.

## Service Learning

All MLC students in grades 6-11 are required to participate in meaningful, curriculum-based service learning. Grade 12 students include service learning as a component in their graduation project. Service learning is different than volunteer work or community service in that it is connected to the curriculum in a meaningful way. At MLC, the social studies teachers approve and evaluate the service learning for MLC students at each grade level, but the responsibility for researching the project and engaging in the service learning rests with the student. MLC Social Studies teachers distribute the packets to students at the beginning of the year or semester and set deadlines for completion of the project.

### GRADES/TRANSCRIPT

Service learning hours and grades (pass/fail) are reported on the student's report card and on the transcript.

### GUIDELINES

Each spring, the new guidelines for service learning (number of hours required per grade, type of background research required) are published and made available through MLC's list server, on the MLC website and in the MLC student public folder on the school server accessible to students.

Printed versions of the packet are available in the main office. In addition, many social studies teachers post it on their class web pages. The guidelines explain clearly what does and does not constitute acceptable service learning.

### SUMMER SERVICE LEARNING

Students who wish to complete some of all of their service learning work must submit their proposal and research to their next year's social studies teacher before the end of the academic year before the summer in which they plan to do the work.

### HOSTING INTERNATIONAL EXCHANGE STUDENTS

Students *may* receive service learning credit if their family hosts an international exchange student for a semester or year if the project proposal and research submitted to the social studies teacher is related to citizen diplomacy or a topic which connects the country of the visiting student to the MLC student's social studies course. Service Learning credit for shorter-term hosting is dependent upon the student's SL project and is at the discretion of the social studies teacher for that year.

## 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 dependant 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.

## 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 Interdistrict Magnet School. Bloomfield students are transported to MLC via transportation provided by the 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 questions and/or concerns regarding transportation will be handled directly by the transportation coordinator; so your questions should go directly to the number listed below. Please keep this information for all future needs. Transportation to and from the MLC is a privilege and not a right. **Acts of gross disobedience and misconduct during transportation to and from school may result from removal from CREC's transportation system for a duration 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 769-4241 or 769-424

## 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 “habitual truant” means any student, aged 5–18, who has twenty (20) unexcused absences within a school year. An unexcused absence is defined as any absence from a scheduled school day which does not fall under one of the following categories:

- 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 them.
- 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 you 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 they are in appropriate dress code.

## Visitors

All visitors must sign in at the main 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 Mrs. Douglas or Mrs. Broaden 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.**

## 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

<b>Form</b>	<b>Referenced in</b>
Student Enrollment Application	Admissions
Sexual Harassment Form	Code of Conduct
Student Early Release Form	Early Release
Application for Free or Reduced Price Meals or Free Milk SAMPLE	Lunch
Addendum A: Free or Reduced Price Meals or Free Milk SAMPLE	Lunch
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
Student Parking Permit Notification/Application	Parking Permit
School Compact-Parent-School Agreement	Parent Involvement/ Communication/Conferences/PTO

**5145.5  
Form**

**CAPITOL REGION EDUCATION COUNCIL  
Hartford, Connecticut**

**SEXUAL HARASSMENT REPORT FORM**

The \_\_\_\_\_ Public Schools 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 \_\_\_\_\_ at \_\_\_\_\_

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-District  
Title IX Compliance  
Officer

\_\_\_\_\_  
(Date)

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



Connecticut State Department of Education
Child Nutrition Programs' Application for Free or Reduced Price Meals

Parents/Guardians: Complete only one application for each household. To apply for free or reduced price meals or free milk for your children, you must list the names of all members of the household in Part 5. Return the application to the school office.

1. (Print) Student Information: (Make sure you list each child below AND in section 5a.) Is this child a foster child (legal ward of the state?) If yes, provide personal use income. Put "0" if the child has none.
Name Grade Name of School (circle) yes / no

2. If the child you are applying for is homeless or a runaway, check the appropriate box and contact your school's homeless liaison at:
Homeless Runaway

3. The children listed above:
May Qualify (Continue to complete the application). Do not Qualify (Please initial \_\_\_\_\_ and return the form).

4. If members of your household receive SNAP or TFA benefits, provide the name and case number for the person who receives benefits and skip to Part 6. If no one receives these benefits, skip to Part 5. Name: Case Number:

5. Household Members and Monthly Income: If you are receiving only medical benefits, you must report an income and complete Part 5. If you gave a client ID number for SNAP (formerly known as Food Stamps) or TFA, skip part 5.

Table with columns: a. Name, b. Gross Income and how often it was received (Earnings from work before deductions, Welfare, child support, alimony, Pensions, retirement, Social Security, All other Income), c. Check if NO income. Includes example row for Jane Smith.

6. RACIAL AND ETHNIC IDENTITY: You are not required to complete Section 6. This section is optional.

Ethnicity: Hispanic/Latino Not Hispanic/Latino Choose one or More (Regardless of Ethnicity): American Indian or Alaska Native Asian White Native Hawaiian or other Pacific Islander Black or African American

7. Signature and Social Security Number: I certify (promise) that all information is true and that all income is reported. I understand that the school will get federal funds based on the information I give. I understand that school officials may verify (check the information. I understand that if I purposely give false information, my children may lose meals benefits, and I may be prosecuted.

X Signature of Adult Household Member X (List the last four digits only) OR I don't have a social security number.

Home Telephone No. Work Telephone No. Printed Name

Street/Apt. No. City/State/Zip Date

Privacy Act Statement: This explains how we will use the information you give us. The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application.

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

For School Use Only - Do Not Write Below This Line

Determining Officials for the Local Education Agency MUST complete this section.

Annual Income Conversion: Weekly X 52 Every 2 weeks X 26 Twice a Month X 24 Monthly X 12 (Only convert to annual income if there are different frequencies of income listed in the columns under Section 5b.)

SNAP (Food Stamp)/TFA Household Foster Child
Income Household: Total household income: per Household Size:

Application approved for: Free Meals Reduced-Price Meals Application denied because: Income over allowed amount Incomplete/missing Other

Temporary approved for: Free Meals, Expires: Reduced-Price Meals, Expires:

Date Notice Sent: Signature of Determining Official: Date:

## APPLICATION INSTRUCTIONS

**To apply for free and reduced price meals or free milk, complete this application using the instructions below, sign your name and return the application to the school. If you need help, contact Deneen @ 860-687-2000 x253.**

**Part 1-STUDENT INFORMATION:** List each child's name, grade and school. If a child is a foster child, check off "yes" and list personal use income. If all children are foster children, skip to Part 6. Note: Write each child's \*personal use income and how often it is received (such as weekly, every two weeks, twice a month, or monthly). Write "0" if the child has no personal use income. **An Adult household member must sign Part 7. Note: Subsidized adoptions and/or guardianships require you to provide all household income in Part 5. These children are not considered legal wards of the state and therefore, are considered part of your household and all household income must be listed.**

**\*Personal use income includes:** Funds provided by the welfare agency that are specifically identified by category for the personal use of the child, such as for clothing, school fees and allowances. Welfare funds paid to the foster parents identified by category for shelter and care, and those identified as special needs funds, such as those for medical and therapeutic needs are not considered as income. Where welfare funds cannot be identified by category, no portion of the provided funds is considered as income. Personal use income also includes other funds received by the child, including any income the child earns for full-time or regular part-time employment, and money provided by the child's family for personal use.

**Part 2 –** Indicate if the child you are applying for is homeless or a runaway. You must contact the school (or homeless liaison) to notify them of the child's status.

**Part 3 –** Indicate your children's potential eligibility or ineligibility to qualify for free or reduced price meal or free milk benefits.

**Part 4 –** If a member of your household receives SNAP or TFA benefits, list the person's name and case number. Do not complete Part 5 and skip to Part 6. **(Note: If you are receiving only medical benefits (HUSKY) for your children, you must report all household income in Part 5.)**

**Part 5- ALL OTHER HOUSEHOLDS: Complete Part 5 if:** You did not give a SNAP/TFA Client ID Number; you are receiving only medical benefits; each child is not a legal ward of the state; or if each child is a subsidized adoption or you have subsidized guardianship. **Note:** An adult household member **must** sign the application in Part 7.

- a. HOUSEHOLD NAMES:** Write the names of everyone (related or unrelated) who live in your household. Include yourself and each child listed above, your spouse, all other children, grandparents, other relatives and unrelated people in your household. Use a separate sheet of paper if you do not have enough space. Include foster children if you want them to be part of the household when determining the eligibility of your children.
- b. CURRENT INCOME:** Write the amount of income each person now receives on the same row as his or her name in the column that corresponds with the income source. **Also, indicate if income was received monthly, twice a month, every two weeks, weekly, or annually.** Income is all money before taxes or anything else is taken out. **If the amount received most recently is higher or lower than usual, write instead that person's usual income.** Note: If you are in the Military Housing Privatization Initiative, do not include this housing allowance.
- c. NO INCOME:** Check the box if the person has no income. **(Note: "Person" includes adults and children in the household.)**

**Part 6- RACIAL/ETHNIC IDENTITY:** Put a check mark next to the racial/ethnic group of your child. This information helps us to be sure everyone gets benefits on a fair basis. *You do not have to complete this section to get free or reduced meals or free milk.*

**Part 7 - SIGNATURE:** An adult household member must sign the application or it cannot be approved. The last four digits only of the social security number of the adult signer must be included unless otherwise noted. If the adult household member signing the application does not have a social security number, check the box "No Social Security Number." *Reminder:* The last four digits of a social security number are not needed if you have listed a SNAP Client Number, TFA Client Number or if the children are foster children.

### INCOME TO REPORT

#### Earnings from Work

Wages/salaries/tips  
Strike benefits  
Unemployment compensation  
Workmen's compensation  
Net income from self-owned business or farm

#### Child Support/Alimony

Alimony payments  
Child Support payments

#### Pensions/Retirement/Social Security

Pensions  
Retirement income  
Social Security  
Veteran payments  
Supplemental Security income

#### Other Income

Earnings from second job  
Disability benefits  
Interest/dividends  
**Cash withdrawn from savings**  
Income from Estates/Trust/Investments  
Regular Contributions from persons not living in the household  
Royalties/Annuities/Rental Income  
Any other monies that may be available to pay for the child's meals or milk

\*In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the federal relay service at (800) 877-8339; or (800) 845-6136. USDA is an equal opportunity provider and employer.\*

## SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

To save you time and effort, the information you gave on your Free and Reduced Price School Meals/Milk Application may be shared with other programs for which your children may qualify. For the following programs, we must have your permission to share your information. Please sign for those additional benefits below if you are interested in receiving them. By signing for the benefits, you are certifying that you are the parent/guardian of the child(ren) for whom the application is being made. **Note:** Sending in this form will not change whether your children get free or reduced price meals or free milk.

---

No! I **DO NOT** want information from my Free and Reduced Price School Meals/Milk Application shared with any of these programs.

---

Yes! I **DO** want school officials to share information from my Free and Reduced Price School Meals/Milk Application with \_\_\_\_\_.

Yes! I **DO** want school officials to share information from my Free and Reduced Price School Meals/Milk Application with \_\_\_\_\_.

Yes! I **DO** want school officials to share information from my Free and Reduced Price School Meals/Milk Application with \_\_\_\_\_.

**If you checked yes to any or all of the boxes above, complete the information below and sign the form. Your information will be shared only with the programs you checked.**

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Signature** of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Address: \_\_\_\_\_

# 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 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-11 (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   | ▪ Participation in school-sponsored activities and sports |
| ▪ Address  | ▪ Weight and height of members of athletic teams          |
| ▪ Telephone number                                       | ▪ Major field of study                                    |
| ▪ Email address  | ▪ Dates of attendance                                     |
| ▪ Grade level  | ▪ Photograph  |
| ▪ Degrees, honors and awards received                    | ▪ Date and place of birth                                 |
| ▪ Most recent educational agency or institution attended |   |

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, 2006. 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: \_\_\_\_\_

Telepho Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

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Capitol Region Education Council - Metropolitan Learning Center

**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):

- |   |   |
|---|---|
| <input type="checkbox"/> Student name                       | <input type="checkbox"/> telephone number                           |
| <input type="checkbox"/> grade level                        | <input type="checkbox"/> awards or school recognition               |
| <input type="checkbox"/> dates of attendance                | <input type="checkbox"/> photograph                                 |
| <input type="checkbox"/> participation in school activities | <input type="checkbox"/> weight and height of athletic team members |
| <input type="checkbox"/> _____                              | <input type="checkbox"/> _____                                      |

- 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	

**Metropolitan Learning Center**  
**PARKING PERMIT PERMISSION FORM**

Office Use: Permit # \_\_\_\_\_

Dear Parent/Guardian,

Your son/daughter has requested permission to drive to, and park a vehicle in, the school parking lot. MLC will issue a permit to your student with your permission AND the understanding that he/she abides by the regulations governing this privilege (listed to the right).

Driving to school and using the parking lot during the school day is **a privilege and not a right**. Students who fail to adhere to the parking regulations will have their permit to drive a vehicle to, and park at the MLC, revoked. This will require the student to ride the school bus or arrange alternate transportation.

The information below must be completed by both student and parent guardian, returned to the main office, and approved by an administrator prior to student driving to, and parking at, MLC.

Students MUST comply with the following regulations to obtain and maintain a parking permit for MLC:

- Obtain parent/guardian permission (complete and return this form to the MLC main office)
- Apply for a permit each school year
- Display permit from rear-view mirror
- Park only in designated areas only (rear of North lot)
- Obey posted traffic signs (speed, direction, etc.)
- Arrive to school on time
- Move from car to building in a timely manner after arriving – no loitering
- Acquire permission from the office if it is necessary to exit the building to go to vehicle during the school day
- Transport only oneself and own property on or off of the school grounds
- Hand over vehicle key/s to any MLC administrator when asked
- Comply with regular MLC Code of Conduct

Student Driver \_\_\_\_\_ Class of \_\_\_\_\_

Driver's License No. \_\_\_\_\_ Expiration Date \_\_\_\_\_

**Vehicle #1:** License Plate No. \_\_\_\_\_

Make: \_\_\_\_\_ Model: \_\_\_\_\_ Year: \_\_\_\_\_ Color: \_\_\_\_\_

**Vehicle #2:** License Plate No. \_\_\_\_\_

Make: \_\_\_\_\_ Model: \_\_\_\_\_ Year: \_\_\_\_\_ Color: \_\_\_\_\_

Insurance Company \_\_\_\_\_ Phone #: \_\_\_\_\_

Type of Coverage \_\_\_\_\_

I hereby authorize my son/daughter to drive the above-described vehicle(s) to and from school and verify that the information on this form is accurate to the best of my knowledge. I (student and parent/guardian) further agree to abide by all rules established by the school, community, and the State of Connecticut regarding the operation and parking of my vehicle. I also understand that if it is determined the driving and parking privilege has been abused, or lost because of disciplinary action; the permit will be revoked, by the school administration. In connection with my request to park either my automobile or any automobile I am permitted to drive on school grounds, I consent to the unlocking and inspection of the automobile and its contents while on school grounds. I agree to make any and all lock keys available to the principal or his/her designee for this purpose. I agree that this permission shall last as long as I am a student and have authorization to park on school premises. Excessive tardiness, truancy, skipping class, and other infractions are grounds for revoking a student's parking privilege.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_