

PARENT/STUDENT HANDBOOK

Please note: Due to the pandemic, there may be changing circumstances, such as the need for health and safety protocols, may cause policies and guidelines in this handbook to be revised and/or superseded. Any such changes will be communicated as soon as the change is made.



THE BRISTOL EARLY CHILDHOOD CENTER

OF THE

BRISTOL PUBLIC SCHOOLS



240 Stafford Avenue
Bristol, CT. 06010
(860) 584-3335

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Dear Parents\Guardians:

We would like to take this opportunity to welcome you and your child to the Bristol Early Childhood Center. It is our intent to initiate early and continuing communication between home and school.

We are committed to meeting the needs of all of our preschool children. You, as parents, are an important part of this process. Our doors are always open to you, and we look forward to seeing you not only at regularly scheduled conferences but also during your visits to share in and observe our school day.

If you would like to schedule a visit or an appointment to meet with your child's teacher, please call BECC School at 860-584-3335. We look forward to an exciting school year.

If you would like to view the Bristol Public Schools handbook and policies it is available at:

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

The Preschool Staff

*Note**

Please keep us informed of any changes in authorized persons, phone numbers or any other pertinent information.

EARLY CHILDHOOD PROGRAM GOALS

Children will:

- Develop a positive self-image which is reflected by independence, self-discipline, confidence, responsibility, and appropriate interactions in a variety of settings;
- Learn in a child-centered, naturalistic, and experiential environment, through spontaneity and curiosity, which will assist in the development of the entire child's social and emotional health;
- Be encouraged to reach their potential in all areas of development, including health, physical ability, cognition, social and communication skills, through adult support in a happy and safe environment;
- Have the opportunity for choices, creativity, and enjoyment of learning which will create a climate of confidence for present and future learning efforts and overall development;
- Expand and transfer skills between school and home through parent involvement and enhance the sense of dignity and self-worth within the child and his family.

PHILOSOPHY

We believe that the children who attend our preschool program benefit from a comprehensive, inclusive, interdisciplinary program, which focuses on and encourages self-confidence in the young child.

We believe that the children who attend our program are to be active learners who learn best from activities they plan and carry out themselves. In order to create a setting in which children can become active learners, we establish a consistent daily routine that varies only when children have advance notice of any changes. We provide children with a learning environment and the varied experiences that will help them develop socially, intellectually, physically, and emotionally in a manner appropriate for their age and stage of development.

We believe that collaboration between school and home provides for a better understanding and increased knowledge of the child's educational goals, development, and activities.

We believe that inclusion of students with disabilities in age- appropriate placements benefits all students who attend the Bristol Public Schools. Inclusion for preschool children means placement of students with disabilities in programs that are designed for all children with varying levels of ability. Students, who are receiving special education services, have the potential to succeed in regular education programs when inclusion is properly implemented.

THE BRISTOL EARLY CHILDHOOD CENTER

PROGRAM DESCRIPTION

At the Bristol Early Childhood Center, we provide services to children from ages three to five years. This program hosts students with a variety of abilities.

The curriculum followed at the BEC CENTER is child-centered and follows a daily routine consisting of circle, small group, snack, and center time. The program is based on a regular education preschool program, which is modified for individual needs. The Bristol Public Schools preschool programs align their instructional delivery utilizing the CT Early Learning and Development Standards.

The preschool classes at the BEC CENTER consist of children in our community with typically developing skills and children with special needs. Classes are held five half days a week. A variety of special services are provided to those students in need of them. These services include physical therapy, occupational therapy, speech/language therapy, social work intervention, and special education instruction, provided by our staff and outside agencies. Staffing in each classroom consists of a special education teacher and classroom paraprofessionals.

SICK CHILD PROCEDURES

Children should be kept home when sick. If a child has a cough or runny nose and is unable to blow his/her nose or cover his/her mouth, the child should not be sent to school.

After running a fever, a child should be kept home for at least twenty-four hours.

It is the parents' responsibility to notify the school and the bus company if their child is going to be absent.

Under normal circumstances, no medicine is to be administered to children by the staff. If, however, there are unusual circumstances because of a child's health related needs, treatment will be considered with written permission from the child's doctor. A "medication administration form" is available at the school.

Should a child exhibit symptoms of illness during the school day, the child will be isolated under staff supervision until a parent can be contacted and arrangements can be made for the child to be picked up.

Parents are required to provide, in writing, at the start of the school year, the names and phone numbers of people authorized to pick up their child if we are unable to reach the parent. Any person not known to us previously will be asked to show picture identification before the child is released to them.

PARENTS MUST NOTIFY THE SCHOOL OFFICE AT 860 584-3335 WHEN YOUR CHILD IS ILL. (See absences on page 7)

CLASS NOTES

HEALTH REGULATIONS:

A current health form must be kept on file for each child in our program. This must be provided by the parent before the child will be allowed to begin school. Flu vaccinations are required for all preschool children enrolled in public schools. A vaccination is to be given between August 1st and December 31st each year.

An emergency number must be provided and should be kept current. If your child shows signs of illness, please keep him/her home. Parents should notify the school nurse should their child be exposed to a contagious illness.

WHAT TO BRING:

Since accidents can happen, each child should bring an extra set of clothing in a zip lock bag. All clothing should be labeled and be of the “easy on” and “easy off” variety. There is no need to send in a snack. Daily snacks will be provided. A backpack or book bag is helpful for carrying items and school/parent communications.

Please check your child’s backpack daily for notes and notices.

REGULAR SCHOOL HOURS:

Morning Class: M, T, Th, Fri----9:05-11:45 AM (Wed. 9:05 -11:25 AM)
Afternoon Class: M, T, Th, Fri---12:45-3:25 PM (Wed. 12:40- 3:00 PM)

SHORTENED DAY SCHEDULE -Includes scheduled shortened days i.e. Parent/Teacher conferences, days before a holiday break and last three days of school.

Morning Class: 9:05 - 11:00 AM
Afternoon Class: 11:15 AM - 1:10 PM

2 HOUR DELAY LATE OPENING

Morning Class: NO CLASS
Afternoon Class: M, T, Th, Fri - 12:45- 3:25 PM. (Wed. 12:40-3:00 PM)

EARLY RELEASE (INCLEMENT WEATHER)

Morning Class: Released at 11:40 AM
Afternoon Class: NO CLASS

EMERGENCY WEATHER INFORMATION:

The BEC CENTER follows the same schedule as the Bristol Public Schools. In the case of delayed openings or school cancellations, please follow your local TV or radio stations for announcements.

ABSENCE:

If your child is absent from school, please call the main office at 860-584-3335 option 3. If we do not hear from you, an automated system will make an absence call. Please submit one of the following within 10 days of the student's return to school.

- A signed note from the parent or guardian explaining nature of, reason for, and duration of absence or
- A note from a licensed medical professional explaining the nature of, reason for, and duration of the absence.

CLOTHING:

Please dress your child in comfortable clothing and shoes that is appropriate for play. It is important to provide your child with outerwear that is weather appropriate. We go outside on a daily basis unless it is raining or below 20 degrees. **Please be sure your child has a hat, mittens and boots (if appropriate)**

FIELD TRIPS:

In-house field trips are planned during the school year. An "Educational Field Trip Authorization Form" needs to be filled out in order for your child to attend.

VIDEOTAPING/PHOTOGRAPHY:

Videotaping by parents of group events such as programs, field trips, concerts, and performances is allowed. If parents have signed the form indicating that they do not want their child videoed, the event cannot be taped. In this case, the teacher can ask that parent if their child can be videotaped as part of the group for that particular event. If the parent agrees, the program can be videotaped. If the parent disagrees, the program cannot be videotaped.

DISCIPLINE (BOE POLICY)

Our programs use positive social approaches to discipline. We redirect, teach replacement behaviors and use developmentally appropriate prevention techniques. We build upon the child's current social emotional skills to increase critical social and emotional skills when challenging behaviors occur. We collaborate with families to promote children's healthy social emotional development in order to carry over techniques and strategies into the home. Our staff/parents have access to consultants, school psychologists, and special education teachers to work through issues that may be of concern. We screen for social emotional factors that may lead to later school age problems and work with families to teach new behaviors in both the home and school.

We will never remove a child from a learning environment unless the child is causing harm to him/herself or others. All staff are trained in physical management techniques but will not restrain or seclude a child unless there is imminent danger.

VISITORS:

Parents and other visitors are welcome to visit Bristol's Schools. All visitors must first report to the school office, check in through the RAPTOR system (*see page 13*), and wear a visitor's badge. Visits to individual classrooms during instructional time shall be permitted only with the administrator's approval, and with advanced notice. Visits shall not be permitted if the duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

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

VOLUNTEERS:

If you have an interest in volunteering, please contact your teacher to set up a schedule. You are welcome to share in all our activities, and we believe you will have many enjoyable experiences.

DAILY CLASSROOM ROUTINE

Although specific activities vary from classroom to classroom, the schedule for all classes include the following:

CIRCLE:

Opening circle provides a time for greeting and discussing the events for that day. Often movement, music, and finger play activities are included at this time. Closing circle provides the opportunity to review the day and say good-bye.

PLANNING:

This is a very important part of our preschool day. Children are allowed the opportunity to select the center in which they wish to participate and are encouraged to verbalize, when appropriate, what it is they want to do in that center.

CENTERS:

This is where the children do their most important work of the day – play. Children learn through their play. There are a variety of centers from which the child can choose, including dramatic play, computer, blocks, table toys, writing and reading, and water table. At the end of center time, the children learn to pick up their toys.

REVIEW:

After centers, the children are given an opportunity to share their experiences with their peers. They may talk about what they did, provide a demonstration, or share a finished product.

SMALL GROUP:

Children are divided into small groups to work on specific theme-related activities. These might include art projects, cooking, fine motor tasks such as bead stringing, number concepts, or other readiness activities.

SNACK:

The children may be provided with a nutritional snack daily (depending on classroom set up). During this time, language and social skills are taught and reinforced.

OUTDOOR PLAY:

Children will have an opportunity to play outside for approximately 20 minutes daily, weather permitting. Children must be dressed appropriately, particularly during the winter months.

Throughout all of these activities, children are treated as individuals and are presented with tasks that are developmentally appropriate for their needs.

TRANSPORTATION-SPECIAL EDUCATION STUDENTS

In order to ensure the safety of all children, the following procedures are followed regarding transportation:

Bus transportation:

Special Education students are eligible for transportation to and from school. Students enrolled as PEERS must be transported by parents. (See Transportation by Parents) Parents deciding to have their child participate in the bus program should be aware of the following procedures.

1. The First Student Bus Company transports our children in small yellow buses. If you have any questions regarding the approximate time your child will be picked up or dropped off, you may call the bus company at 860-584-2225.
2. If your child is not going to ride the bus for any reason, please call the bus company at 860-584-2225 to cancel transportation for that day.
3. It is very important that we have updated emergency numbers. This should be someone who is familiar with your child and available during school hours.
4. When the child is brought home, a parent or another designated adult responsible for your child must board the bus and remove the child from the bus. No child will be released from the bus without an adult present with a driver's license or photo ID who has been given permission by the guardian or parent.
5. The safety of all children is of prime importance to us. Behavior that is dangerous to any child or the driver is not acceptable. Children are expected to stay buckled in their seat, use an

appropriate voice, and respect the rights of other children. Bus reports will be filed for each infraction and the parent will be notified. Every effort will be made by the school to work with the child and the bus company to rectify the problem. However, if any child receives more than three reports, the child will be suspended from the bus for one or more days depending on the circumstances. If further incidents occur, it may be necessary to remove the child from the bus indefinitely. The student is still encouraged to attend the preschool program, but transportation must be provided by the parent.

TRANSPORTATION BY PARENTS

PEERS must be transported to and from school by parents.

To ensure the safety of all children, we ask parents to follow these procedures:

1. Parents/ Guardians dropping off or picking up a child must park in the parking lot to the right of the building entrance. No parking will be permitted in the bus drop off area.

Please do not park in the front loop, in handicapped spaces or in Probate Court.

2. Arrival at School: Parents\Guardians must walk their child to the outside classroom door on the side of the building, or to the front door, and wait with the child until the teacher admits the children to the school.

3. Departure from School: Parents\Guardians should wait for their child outside the preschool classroom door, on the side of the building, or outside the front door.

A. Parents/guardians are asked to complete a dismissal form **and return it to school ASAP**. The form indicates, parent pick up, etc.

B. Students being picked up by a parent or guardian will sign their child out in the daily dismissal log maintained by your child's teacher.

If someone other than a parent/guardian is picking up your child, we ask that you ensure the person is listed as an authorized emergency contact or care provider on your child's emergency contact card. The person picking up your child will be asked to provide a valid form of identification. This person will also be required to sign the dismissal log.

4. If your child is late arriving to school, please bring your child to the school office. The child's teacher or classroom paraprofessional will be called to the office to meet your child.

5. If an emergency arises and you will be late in picking up your child, please either try to make other arrangements for the pick-up of your child or call the school office to inform staff of the situation.

6. When someone other than the parent or legal guardian is picking up your child, that person will need to present picture identification to office personnel. If you need to ask someone else to

pick up your child, **written permission** is required from you in order to allow your child to leave with that person.

7. For the safety of all our children please **DO NOT** bring pets to arrival and dismissal time.

SAFETY PROCEDURES

Fire Drills/Lockdowns

For the safety of our students, BECC will conduct monthly fire drills as well as several lock down drills throughout the school year. You will receive information in your daily notice if your child has participated in a drill. These drills are important to ensure that your child is equipped and comfortable should there be an actual emergency.

Evacuation

If BECC needs to be evacuated, students and staff would walk or be transported to **Komanetsky Building**. **Pre-K** students and staff will remain in the first floor lobby nearest the front door.

Parent Pick Up Procedures

- A parent **will not** be able to pick a child up as we were walking over to the garden pavement of the Komanetsky Building. We must account for every child knowing with certainty each was picked up ***and*** checked off.
- Bus students will be called upon by bus route and number and escorted onto their bus, into their car seats and checked off class dismissal lists.
- Walkers will wait in their designated waiting area and be signed out individually by their parent or guardian.
- The parent pick up area will be in the front lobby of the Komanetsky Building. Office staff, custodial staff, paraprofessionals, non-classroom teachers and the nurse will report to (or be delegated to other areas) accounting for the pick-up and monitoring of the dismissal process.
- Cell phones or walkie-talkies will be used to communicate.
- Only those people listed on the Dismissal Form may sign out a child. Photo ID will need to be verified.

RAPTOR VISITOR SYSTEM

As of January 2, 2019, Bristol Early Childhood Center began using the Raptor Visitor Management System to strengthen safety for students, families, and staff and to allow us to screen all visitors and contractors. Upon visiting the school, you will be asked to present a photo I.D. such as a Driver's License when you enter the school for a meeting.

The Raptor system will be used to check the visitor's name and date of birth for comparison with a national database of registered sex offenders. Once entry is approved, the Raptor system will issue a badge with the date and the purpose of the visit, this badge must be visibly worn and displayed during the duration of your visit. A visitor's badge will not be necessary for those who are simply dropping off an item in the office or picking up paperwork.

FAMILY REUNIFICATION PROTOCOL-Bristol Early Childhood Center

Please follow the attached protocol for family reunification if the Bristol Early Childhood Center should require an evacuation for any of the following reasons, but not limited to:

- Fire or Damage to a School Building
- Natural Disaster
- Field Trip Emergency or School Bus Accident
- Violence in the Surrounding Community
- A Situation involving a Threat, Weapons or Violence at School

LOCATION

If the BEC Center needs to be evacuated off site, all students and staff will exit the building and walk to the Komanetsky Building located behind the Senior Center.

- All children will be monitored by an adult as they walk to the Komanetsky Building.
- Once at the Komanetsky Building, an adult will ring the buzzer and the students and staff will be let into the lobby and be brought to the cafeteria.
- If possible, Laura Lamar, Property Manager should be called to give a briefing of the situation. **860-585-1236, cell-860-883-9503**

BECC STAFF

MAIN NUMBER: 860-584-3335

FAX NUMBER: 860-584-7832

Supervisor of Early Childhood: Kristen Peck 860-584-3335 x: 721101

Secretary Susan Huff 860-584-3335 x:721102

Secretary for: Jasmin Autunno 860-584-3335 x721103
School Readiness Programs

School Nurse: Marguerite Adamski 860-584-3335 x:721104

Fax for school nurse 860-314-4648

Stafford Avenue Location:

Phone Number: 860-584-3335

Teachers And Classroom Paraprofessionals:

Tammy Hill x:721106

Paraeducator: Amanda Hull

Rebecca Ferraro x:721114

Paraeducator: Suzanne Rodriguez

Meghan Nadeau x:721112

Paraeducator: Jillian Morgan

Claire Consonni x:721113

Paraeducator: Melinda Coko

Support Staff:

Speech/Language Clinician: Nicole Redman x:721111

Speech/Language Clinician: Anne Bartelmo x:721111

Occupational Therapist: Karen Lackey x:721109

Physical Therapist: Rhoda Schaeffer x:721109

Physical Therapist: Angela DeNicolo x:721109

SELCI Rachael Witkewicz

Paraeducators: BECC

Lynette Astolfi

Tabitha Robinson

Suzanne Rodriguez

Nyoka Thompson

Kimberly Kilbourne

Allison Martin

Hubbell Elementary School Location:

Phone Number: 860-584-7842

Teachers and Classroom Paraprofessionals:

Lisa Dubay x421103

Paraeducators: Shirley Cahill, Lisa Achim, Sharmin Manun

Kristen Varano x421113

Paraeducator: Kathy Givens

Support Staff:

Speech/Language Clinician:

Victoria Marino x:461152

For your information, the U.S. Department of Education can be located at the following address:

U.S. Department of Education
Office for Civil rights
33 Arch St., Suite 900
Boston, MA 02110-1491
Phone: (617)289-0111
E-mail: OCR.Boston@ed.gov

EQUAL OPPORTUNITY - Policy 5000

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

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

Deputy Superintendent Catherine Carbone can be reached at 860-584-7002 or catherinecarbone@bristol12.org

AMERICAN WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities.

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity in which that person is involved receives federal funding directly.

Section 504 is not an aspect of special education, but is, rather, a responsibility of the comprehensive general public education system. Unlike an eligibility system based on clinic categories of disabilities, Section 504 works on a more functional premise. Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities.
2. has a record of such an impairment, or
3. is regarded as having such an impairment

Should you have any questions regarding Section 504, please call either your child's school principal or the Civil Rights Coordinator Catherine Carbone can be reached at 860-584-7002

**TRANSITION PLANNING
FOR SPECIAL NEEDS CHILDREN ENTERING KINDERGARTEN
FROM THE BEC CENTER**

GOAL: To ensure that all preschool special education students have a successful transition into kindergarten.

STEP ONE:

- The elementary school will receive a list of preschool students who will be entering kindergarten the following September.
- The BEC CENTER staff will schedule dates with the receiving school for the special education teacher, kindergarten teacher (and speech/language pathologist, as appropriate) to observe students at BECC School and confer with the preschool staff.
- The BEC CENTER special education teachers and speech/language pathologist will jointly compile information and send it to the receiving school prior to the scheduled visit to BECC School.
- The BEC CENTER staff will talk with parents about the transition process during their regular parent contacts.
- The BEC CENTER staff will develop the Annual Review Schedule. The receiving school's principal and special education staff will be contacted about Annual Review dates by the preschool special education teachers.

STEP TWO:

- The receiving special education teacher, kindergarten teacher, (and speech/language pathologist, as appropriate) will visit the child's preschool program and bring information back to the principal. Notes will be taken by the preschool special education teacher with copies to the building supervisor, the K Principal, and Administrator at BECC. The notes are to include proposed recommendations.
- Parents will be provided the opportunity to visit the kindergarten program with the preschool special education teacher, if parents desire.
- For selected preschool students, who need detailed transition planning, staff of the receiving school and the preschool program staff will meet for a half day to develop goals, objectives, classroom modifications, and activity matrixes, as needed. Substitute coverage will be provided for staff.

STEP THREE:

- Annual Review and Transition Meetings will be held either at BECC School or the receiving school. At that time, educational plans for the next school year will be finalized. Staff from the receiving school will be invited to attend the meetings. Kindergarten teachers from the receiving school also attend this meeting.

STEP FOUR: (Usually in May/June)

- For selected preschool students, the special education teacher, speech/language pathologist, and kindergarten teacher from the receiving school will again meet to develop specific plans for the student for the start of their Kindergarten school year.

**TRANSITION PLANNING
FOR PEERS ENTERING KINDERGARTEN FROM THE
BEC CENTER**

GOAL: To ensure that all preschool children have a successful transition into kindergarten.

STEP ONE: All elementary schools will receive a list of preschool students who will be entering kindergarten the following September.

STEP TWO: Preschool records are transferred to the elementary school following the close of school.

Notifications Required by Federal Legislation for the Student/Parent Handbook Include the policy # so that readers can go to the full policy if desired.

Listed below are the required due-process notifications which should be given annually at the beginning of each school year and to new enrollees at the time they register in the district.

Note: The ESEA was reauthorized in December 2015 as P.L. 114-95, The *Every Student Succeeds Act (ESSA)*. The *ESSA* requires state education agencies, school districts and individual schools to provide numerous notices to parents, the public and others.

1. Notifications required by the Elementary & Secondary Education Act (ESEA) pertaining to:
 - a. Homeless students and children in foster care (choice of school, transportation and educational services, contact info.) ESSA requires a description of services the district will provide to support the enrollment, attendance, and success of homeless and foster children and youth. The district must disseminate public notice of McKinney-Vento Act rights in locations frequented by parents/guardians and unaccompanied youth in a manner and form understandable to parents/guardians and youth. Policy #5118.1 and Policy #5118.3
 - b. Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:
 - i. Continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
 - ii. Provided in the school that is attended by other students living in the same attendance area where the homeless child lives.
 - iii. To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian.
 - c. The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:
 - i. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records
2. Title I school, parent engagement
 - a. Title I Parental Involvement Policy #6172.4
 - i. The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title ii. These programs, activities, and procedures are described in District-level and School-level compacts.
 - iii. Each Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I requirements.
3. Staff qualifications. Policy #4111
 - a. Parents/guardians have the right to request information at the beginning of the school year about whether the student's teacher has met state qualifications (certification) and licensing criteria for the grade levels and subject areas in which the teacher is providing instruction; whether the teacher is under an emergency or other

- provisional status, and whether the teacher is teaching in the field of discipline covered by the teacher's certification.
4. English Learners (EL) students Policy #6141.311.
 - a. Parents/guardians must be notified within first 30 days of school if their child has been identified as an English learner.
 5. Required Assessments & Progress Reports Policy #6146.2, #5124.
 - a. Parents/Guardians will receive the results of their child's state assessments.
 - b. Written reports of student progress will be issued 4 times per year at the high school level and 3 times per year for grades K-8.
 - c. Parents will be advised no later than the beginning of the final marking reporting period of a student's potential failure in a course or grade and the possibility of the student repeating the grade or course.
 6. School Accountability Index scores will be posted on school websites in the fall as part of each school's Accountability Plan.
 7. HS ONLY Military recruiters or institutions of higher learning shall have access to secondary school student names, addresses, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent Policy #5145.14
 8. Surveys of students'/student privacy issues. Policy 6162.51
 - a. Without parental consent no student may take part in a survey. A permission slip will be sent home with the beginning of the year information packet or when a student enrolls.
 9. Schools of Need of Improvement Policy #6172.4.
 - a. Schools identified for "comprehensive support and improvement" or "targeted support and improvement" must provide an understandable and uniform format of such information and, to the extent practicable in a language parents/guardians understand; including the reason for such designation.
 10. Bullying
 - a. Students who engage in any act of bullying while at school, at any school function, or in connection to or with any district sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.
 - b. Bullying is defined as:
 - i. any targeting of a student based on the student's actual or perceived "differentiating" characteristics, such as race, gender, sexual orientation, disability, religion, or physical appearance and
 - ii. actions taken through electronic communications or devices that otherwise qualify as bullying and are known collectively as "cyberbullying." written, oral, and electronic communications; physical acts; and gestures by a student or a group of students that are repeatedly directed against another student that
 - a) causes the student physical or emotional harm or damages his or her property;
 - b) puts the student in reasonable fear of harm or property damage;
 - c) creates a hostile school environment for the student;
 - d) infringes on the student's rights at school;

- e) substantially disrupts the education process or a school's orderly operation or
 - f) an act that creates a hostile environment among students that is so severe or pervasive that it alters the school's climate or
 - g) as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year.
- c. Bullying which occurs outside of the school setting will be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school, creates a hostile school environment, infringes on the rights of the victim at school; and/or substantially disrupts the education process or orderly operation of the school.
- d. To be considered bullying, communications, physical acts and gestures must be repeated and the student against whom the activity is directed must be attending school in the same district as the students engaged in the bullying activity.
11. "Positive Sustained School Climate" is the foundation for learning and positive youth development and includes: Policy 5131.911
- a. Norms, values and expectations that support people feeling socially, emotionally, intellectually and physically safe;
 - b. People who treat one another with dignity, and are engaged and respected;
 - c. A school community that works collaboratively together to develop, live and contribute to a shared school vision;
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Model FERPA Notification for Elementary and Secondary Schools

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

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

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

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

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

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

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

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

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

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

Further details are available at:

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

Notifications Required by State Legislation

1. Statement of equal opportunity in employment and education (Non-Discrimination/Affirmative Action-10-220; Policy #0521, #6121.
2. Attendance policy/absence procedures/make-up procedures, and definitions of excused and unexcused absences, grounds for truancy, chronic absenteeism (P.A.18-182, 10-221(b), 10-198a). Policy #5113, 5113.2.
3. Conduct/discipline/suspension/expulsion (Code of Conduct) (10-233e as amended by PA 14-229, PA 15-96, PA 16-147 and PA 17-220) Policy #5114, 5131, 5144.
4. Substance use and abuse policies and procedures, (Alcohol, Drugs, Tobacco- 10-221(d) as amended by P15-206 prohibiting electronic nicotine delivery systems and vapor products). Policy #5131.6, #6164.11.
 5. Grading system including class rank/weighted grades, graduation requirements, report cards and progress reports, promotion and retention (10-220g, 10-223a, as amended by PA 17-42). Policy #6146, 6146.1, 6146.11, 5121.
 6. Means to achieve parental involvement including parent conferences (10-221(f)). Policy #1110.1.
7. Pesticide application plans/notification/prior year's use (At beginning of each school year of district's pest management policy, notification prior to every pesticide application to parents/guardians and staff with a registered request for notification; 10-231a et. seq.as amended by PA 15-5) Districts without IPM plans are required to provide notice of pesticide applications to be sent electronically. Districts with IPM plans must send notices of pesticide application by any means practicable. District website must provide information on how parents/guardians may register for prior notice of pesticide applications. Policy #3524.1.
 8. Transportation safety complaints procedure (10-221c). Policy # 3541.5.
9. Health services including administration of medication, communicable/infectious diseases, immunizations, physical examinations (include information regarding asthmatic inhalers & Epinephrine auto-injectors at school. (10-212(a) as modified by PA 15-174, PA 18-168 regarding religious exemptions to vaccinations and grades for hearing, vision, and postural screenings and oral health assessments). Policy #5141, 5141.21, 5141.3.
 10. Child abuse, neglect, and sexual assault reporting policy (17a-101i(e)). Policy #5141.4.
 11. Youth suicide prevention policy and procedures (10-221(e)). Policy #5141.5.
 12. Treatment of recruiters in the school setting (10-221b, ESEA). Policy #5145.14



Parent/Student Handbook

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