

**HANDBOOK FOR STUDENTS AND FAMILIES**

**ELMER THIENES-  
MARY HALL  
ELEMENTARY SCHOOL**  
25 School Drive  
Marlborough, Connecticut 06447

Main Office (860) 295-6220  
Absentee Hotline (860) 295-6225  
[www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)



**2022-2023**

The Marlborough Board of Education does not discriminate on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, sexual orientation, past or present history of mental disorder, mental retardation, learning disability, regarding any individual who can perform the essential functions of the job with or without reasonable accommodations, physical disability (including blindness) or other disability (except in the case of bona fide occupational qualification or need) in compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the American with Disabilities Act, and appropriate State laws. The Board of Education designates the Superintendent, 25 School Drive, Marlborough, CT 06447, 860-295-6236, as the employee who will coordinate compliance with Titles VI, VII, IX and American with Disabilities Act including receipt and investigation of any complaint alleging non-compliance.

Disclaimer: In a situation where provisions of the Handbook contradict Board policy, the Policy will prevail.

# **MARLBOROUGH SCHOOL DISTRICT**

**(860) 295-6220 Main Office**

**(860) 295-6223 Fax**

**(860) 295-6225 Absentee Hotline**

**[www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)**

**25 School Drive  
Marlborough, CT 06447**

## **PRINCIPAL**

Dan White

## **ASSISTANT PRINCIPAL**

Kimberly Kelley

## **CENTRAL OFFICE ADMINISTRATION**

25 School Drive  
Marlborough, Connecticut 06447

## **SUPERINTENDENT**

Dr. Holly Hageman

Phone: 860-295-6236

Fax: 860-295-6153

## **MARLBOROUGH BOARD OF EDUCATION**

Wes Skorski, Chairperson  
Ruth Kelly, Vice Chairperson  
Louise Concodello, Secretary  
Kerri Barella  
Angela Colantonio  
Patrick Pabouet  
Susan Stolfi  
Anna Holden

**2022-2023 - SCHOOL STAFF DIRECTORY**

Superintendent Dr. Holly Hageman  
 Principal Dan White  
 Assistant Principal Kimberly Kelley  
 Finance Department Jason Lathrop  
 Superintendent Admin. Asst. Carmela Monte  
 Administrative Asst. Victoria Samolis  
 Administrative Asst. Jennifer Ekstowicz  
 Special Education Admin. Asst. Marcy Spellman  
 Health Room Alice Mecca  
 Technology Coordinator Deborah Kaika

**Classroom Teachers**

Pre-School Kathleen Filosa

Kindergarten Amy Cone  
 Jessica Cooper  
 Karen Craig  
 Amy Farrior

Grade 1 Pamela Farrington  
 Robin Kniep  
 Molly Reilly  
 David Wasserman

Grade 2 Mary Cochefski  
 Michaela Dehm  
 Jennifer Wall

Grade 3 Meagan Hanratty  
 Linda Harbec  
 Lynda Quigley  
 Kelly Spooner

Grade 4 Kelly Cooper  
 Molly Cunningham  
 Patricia Uccello

Grade 5 Shelby Bobbi  
 Stephanie Pazul  
 Julie Weiss

Grade 6 Tom Barbone  
 Tina D'Auteuil  
 Jenna Julian

**Essential Arts**

Art Denise Ketterer  
 Library Laura Rosas  
 Music, Choral Susan Burgess  
 Music, Instrumental Donna Arseneault  
 Physical Education Trafford Underwood  
 Spanish Beth Schwartz  
 Special Education Jillian Bergeron  
 Dianne Lord  
 Abby Phillips  
 Linda Seeley

Speech/Language

Occupational Therapist Megan Johnson (*T, W/AM, Th*)  
 COTA Kim Becker (*T*)  
 Physical Therapist Lindsay Cochefski (*T, F*)  
 Psychologist Matthew Aljian  
 Joanne Jacques  
 AHM Michele Thorn

**Support Personnel**

Mathematics Kelly Mirando  
 Kerri Zmeskal

Reading Julie Caron  
 Carrie Pilkington  
 Jessica Warner

Paraeducators Joanne Andrews  
 Cathy Barry  
 Stacey Bednarz  
 Autumn Bell  
 Sara Bell  
 Pamela Casale  
 Shirley Egan  
 Helen Horton  
 Traci Jacobson  
 Liane Kindl  
 Jennifer Marks  
 Teresa Moraga  
 Kathy Mucha  
 Dawna Royce  
 Shannon Royce  
 Sarah Schadtle  
 Kathleen Turner  
 Leslie Walker

Custodial Staff Joseph Dooley  
 Cindy Galvin  
 Ben McNaughton  
 Frederic Pfau  
 James Raffin

**SCHOOL TELEPHONE NUMBERS**

Main Office 860-295-6220  
 Health Room 860-295-6225  
 Fax Machine 860-295-6223  
 Website [www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)

**SCHOOL ORGANIZATION INFORMATION**

**Parent-Teacher Organization (PTO)**  
 Teacher Representatives – Jenna Julian, Patricia Uccello

**Presidents**  
 Jasmin LeBlanc

**Co-Vice Presidents**  
 Akua Okyere Christine Peach

**Co-Secretaries**  
 Stephanie Hoffman Lori Plourde

**Treasurer**  
 Marin Ranta

**School Advisory Council (SAC)**  
 Staff Representatives –Kim Kelley, Dan White

**Parent Representatives**  
 Kerri Barella, Carey Fraulino

## Vision Statement

Our vision is to inspire wonder, awe, and curiosity and to motivate young minds to embrace learning.

## Mission Statement

In a partnership of family, school, and community, our mission is to educate, challenge and inspire each individual to excel and become a contributing member of society.

### Marlborough Community Belief Statements

#### **We believe that . . .**

- Education is a partnership shared by family, school, and the community that is essential for a learner's success.
- Open communication and honesty are essential to effective partnerships.
- Each individual is important and unique.
- Each individual has a shared responsibility for contribution to the greater community.
- In order to prepare for a lifetime of learning, schools should foster in each individual a strong desire to develop an inquiring, self-directed, and creative mind.
- All educational programs and services should incorporate current practices and contemporary research, materials, and equipment.
- The curricula should be designed, implemented, and continually assessed to enable all students to realize their full potential and to ensure integration of the curriculum K-12.
- Risks and challenges are opportunities to experience growth.
- Collective community support, involvement, and resources, combined with individual initiative, are essential for excellence in education and should be encouraged and actively sought.
- It is a shared responsibility of family, school, and community to ensure that all students will develop and understand their ethical, cultural, aesthetic, and intellectual values and respect those of others.
- Knowledge of and respect for diversity is critical in our ever-changing multicultural world.
- Supporting families in their role enhances the likelihood of a child's success.
- Respect for an individual's opinions and interests builds self-esteem and self-confidence.
- High expectations, goal setting, and hard work lead to success.
- All students should be educated in a safe and secure learning environment that provides appropriate facilities, personnel, and programs.
- The district will employ qualified staff and provide appropriate supervision, evaluation, and training for the continual improvement and updating of skills and knowledge.

# PARENT/GUARDIAN PARTICIPATION



The school welcomes our partnership with Parents/Guardians. We are a community of learners, and Parents/Guardians always help to assure their child's success by sharing in the educational process. Listed below are some of the many opportunities for active parent participation at Elmer Thienes-Mary Hall Elementary School.

## School Advisory Council (SAC)

Leadership, governance, and decision-making are a shared experience. While the principal retains the responsibility and authority outlined in policy, SAC is a capable team of professionals, Paraeducators, Parents/Guardians, and community members who participate in planning many of the operational aspects of our school. Agendas for the Council's meetings are posted before the meetings and all constituents are encouraged to attend. There is an Open Forum at the beginning of each meeting for anyone who would like to speak briefly. For more information, contact the parent representatives listed in the School Staff Directory in this handbook.

## School Volunteer Program

There are many opportunities for Parents/Guardians, adults, college students, and senior citizens to assist in classrooms, the library, office, health room, and other areas of the school. Activities involve direct work with students, sharing special talents, materials construction, clerical duties and other activities based on need and the type of work a volunteer desires. The time commitment varies from regular participation several hours per week throughout the year to a few hours on a one-occasion basis for a special program or presentation. If you are interested, you may contact the school office for more information.

## Parent-Teacher Organization (PTO)

Our PTO provides a wide variety of ways for Parents/Guardians to get involved. Over the years their cooperative assistance has built a close relationship between home and school. For more information on how to become a member contact one of the co-presidents listed in the Handbook Directory or visit [www.mespto.org](http://www.mespto.org).

## Library Media Center

The media center has a large selection of multi-media materials, reference books, and reading materials for enjoyment. Parents/Guardians are welcome to visit the library on school days from 9-2:30 p.m.

## Classroom Visits

Parents/Guardians are welcome to observe in classrooms. Arrangements must be made in advance with the principal's office and the teacher. Such visits are opportunities to observe the class or the lunch/recess process in action. Observation visits are not a time to interact with your child or the teacher. Anyone visiting the school for any purpose must enter through the main entrance and sign in at the school office.

## Parent-Teacher Conferences

System-wide conference days are scheduled following the end of the first marking period and in March. However, conferences with teachers may be held at any time during the school year. Parents/Guardians and students, as well as teachers, counselors, or administrators may initiate a conference. Parent-teacher conferences must be scheduled in advance.

## Parent-Teacher Communication

- ◆ Send a note - the teacher will then get in touch with you. Be sure to include the full name of your child, your name, your telephone number, and a message.
- ◆ Leave a message on the teacher's voice mail or call 860-295-6220 and leave a message with the office staff. The teacher will return your call. Teachers will not be able to respond immediately since they are involved in instruction. If it is an emergency, talk with the office staff.
- ◆ Make an appointment to come in for a conference with the teacher.

## Special Events

Throughout the school year, there are school-wide activities such as concerts, an art show, as well as a number of classroom projects and events open to Parents/Guardians, relatives, friends, and community members. We welcome attendance, even if your child is not participating. Check the Thursday Letter or our website each month for special notices.

## Marlborough Board of Education Meetings

These meetings offer Parents/Guardians an opportunity for input at the policy-making level of our school system. The Marlborough Board of Education meets in the school media center at 6:00 p.m. on the fourth Thursday of every month (with occasional adjustments due to holidays). The Board of Education encourages parent and community attendance at meetings.

## SCHOOL HOURS

### Regular Hours

PreK3	8:15-11:00
PreK4	12:15-3:00
Grades K-6	8:35 – 3:05

### Scheduled Early Dismissal

PreK3	8:15-10:30	<b>8:35 – 10:30</b>
PreK4	11:00 – 1:00	<b>Cancelled</b>
Grades K-6	8:35 – 1:00	<b>8:35 – 1:00</b>

### 2 Hour Delay

PreK3	<b>Cancelled</b>
PreK4	12:15 – 3:05
Grades K-6	10:35 – 3:05

### Non-Scheduled Early Dismissal

### No School - If school is canceled:

- All regular education and special education transportation is canceled.
- All after-school and evening community activities are canceled.
- Extra-curricular school activities will be canceled except upon specific approval of the principal following consultation with the superintendent of schools.

### Late Start

A late school opening will be announced on the television and radio stations listed below. For Grades K-6, all bus and van transportation bus pickup times and parent drop-off times will be *delayed by the stated period of time*. PreK3 (AM) will be cancelled.

### EMERGENCY SCHOOL CLOSING

Sometimes situations arise that make it necessary to send children home from school early. These situations might be weather-related or the result of a building problem such as loss of power or water.

### Non-Scheduled Early Dismissal

Connecticut State Law allows school districts some flexibility when early dismissal is necessary on inclement weather days.

- NOTE: This could be as early as 10:00 a.m. Families should develop an **emergency plan** for their children to follow in case of an unexpected early dismissal.
- All after-school community activities will be canceled.
- Extra-curricular activities will be canceled except upon specific approval of the principal.

### PARENT/GUARDIAN NOTIFICATION

- **Blackboard Connect:** Our school will use Blackboard Connect, an automated system, to notify families of unexpected closings and other important information. If you receive a recorded message or text from the school, please listen carefully.
- **School Website:** All unexpected early closings and school cancellations will be posted on the school website at [www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)

- **Media Announcements:** Emergency closings for any reason will be announced on the following television and radio stations. Families can also sign up for text notifications about emergency closings from WFSB ([www.wfsb.com](http://www.wfsb.com)).

Television:	WVIT 30, WFSB 3, WTNH 8
AM Radio:	WTIC 1080
FM Radio:	WTIC 96.5, WRCH 100.5, WZMX 93.7

### PLAN AHEAD FOR EMERGENCY CLOSINGS!

Not all early closings are as obvious to Parents/Guardians as those caused by inclement weather. A power failure or a heating/plumbing system failure could force a school to shut down. While the school administration will use all the above methods to notify Parents/Guardians, there is a chance that some Parents/Guardians might not be aware that children are being sent home early.

The purpose of early dismissals is to get people home and close the school building as quickly as possible.

In the event of an emergency closing, is there a chance your children might arrive home to find that no one is there? Can they get into the house? Do they have another place to go? Do they know how to reach you?

We urge families/neighborhoods to develop a contingency plan so that youngsters will know what to do in this situation. Periodically review the plan with your children to be sure they remember all the steps to follow. Please note: If the plan involves your children going to a house other than where they are normally dropped off, it should not require a bus change. If you want your child to get off his/her bus at a stop other than the regularly scheduled stop, please be sure the school office is aware so bus drivers can be alerted.

### STUDENT EMERGENCY DATA SHEETS

It is **absolutely essential** that every student have emergency information on file in the school office and health office. A telephone number for a responsible adult, other than the Parents/Guardians, must be included as we **MUST** be able to get in touch with someone who can take responsibility for each student.

A new Student Emergency Data Sheet is sent home with each child on the first day of school and should be returned to us the next day. If any information changes at any time during the school year, please notify the office (i.e. change of address, phone numbers, place of employment, email address, etc.). Thank you!

### FIRE DRILLS/LOCKDOWN

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. When the fire alarm sounds, students are to proceed along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given. Lockdown and bus evacuation drills will also be conducted.

# GENERAL SCHOOL INFORMATION

## SCHOOL LUNCH PROGRAM – 2022-2023

**NUTRITION:** Our school lunch program is part of the Federal Child Nutrition Program. Meals are prepared using nutritional standards based on the *Dietary Guideline for Americans* and meet recommended dietary allowances for protein, calories, calcium, iron, and Vitamins A and C. Alternate meals can be provided for children with food allergies and special dietary needs as prescribed by a licensed physician.

**MENUS** will be distributed one week before the beginning of every month.

### **PAYMENT – BREAKFAST \$1.75; LUNCH \$3.05**

These procedures have been established to ensure a uniform practice regarding cafeteria charging and the goals are to:

- Treat all students with dignity in the serving line regarding meal accounts.
- Support positive situations with staff, students and Parents/Guardians to the maximum extent possible.
- Establish policies that are age appropriate.
- Encourage Parents/Guardians to assume the responsibility of meal payments and promote self-responsibility of the student.
- Establish a consistent district business policy regarding charges and collection of charges.

Meals may be paid for in cash or with a Cafeteria Account. Each student has a Cafeteria Account and Parents/Guardians can deposit funds into that account at any time with a check payable to the “*Marlborough School Lunch Program*” (Please be sure your current email address is on file at the school office).

- Daily email sent from Chef Heather to families as soon as they have a negative balance.
- Weekly email sent from Chef Heather to families as soon as their balance goes under \$10.00 if they are regular paid lunch and under \$4.00 if they are reduced paid lunch.
- Families using the optional My School Bucks system can set a notification reminder at any dollar amount they would like. The notification reminder is optional as well.
- When families reach a negative balance of \$10.00, Chef Heather will notify administration and administration will send a letter home.
- Students with a negative balance will not be allowed to purchase a la carte items (snacks, water, milk).

Parents/Guardians also have the option of using *MySchoolBucks.com*, an online payment system that allows Parents/Guardians to deposit funds via a credit card into student meal accounts. Through this online system, Parents/Guardians are automatically notified by email when the meal account goes below a self-selected amount to allow time to replenish the account before no funds remain.

Snacks are available Monday thru Friday on a “cash only” or “debit account deduction” with parental permission.

**FREE OR REDUCED-PRICE MEALS** are available for families who qualify based on state guidelines. Details and an application are sent home on the first day of school. If you think your family may qualify, please complete and return the application to the school office. Only one application per family is necessary.

## RECESS

Children who attend school are expected to participate in a 30-minute outdoor recess whenever it is offered. Upon written request to the principal, special exceptions may be made in the case of severe or chronic disability. There will be no outdoor recess in the case of severe weather conditions, i.e. heavy rain, “feels like” temperatures of 20° or below, low wind-chill factor, etc.

## COLD WEATHER & INDOOR RECESS

We have a procedure in place to determine indoor recess on colder days. We use [www.weather.com](http://www.weather.com), for information on Marlborough, CT and call up the Hour-by-Hour weather and the details. The details give a current weather condition and the temperature. It also gives a “feels like” temperature, which is what we use to make the cold weather determination. The “feels like” temperature takes into account the wind chill factor. If the “feels like” temperature is 20 degrees or above – we go out. If it is 19 degrees or below – we stay in.

A reminder about outdoor recess during the winter season – if there is snow on the ground, students must have boots and snow pants to go out onto the snow. If they aren’t appropriately dressed for the snow, they must remain on the blacktop area.

## VISITORS

During school hours, all exterior doors are locked. All visitors to the school must sign in and out at the office. A Visitor Pass will be issued when you sign in and must be visible during your time in school. Please sign out in the office when you leave.

## CELL PHONE USE

School visitors and volunteers are asked to place cell phones on silent before entering the building. Cell phone conversations in the hallways and classrooms are disruptive to the learning environment.

## PARKING

There are three parking lots available for visitor parking: the community room lot, the lot opposite the school between the cemetery and Route 66, and the gymnasium lot. In addition, short-term visitor parking is available, if you are dropping something off, in the parking lot in front of the office on the side facing School Drive. Please observe the No Parking Fire Lanes and the designated Handicapped parking spots.

## SENDING NOTES TO SCHOOL

When sending a note to school (picking up a child after school, requesting an early dismissal, releasing your child to a friend or relative, requesting a conference, etc.) please be specific: **include the date, your child's full name, teacher, a detailed message, (bus number & destination, if applicable) and your signature.** Please discuss with your child the contents of the note and emphasize that he/she should give all notes to the classroom teacher first thing in the morning.

Pre-printed school notes are available for your use. Samples are sent home with students in their Zippie Folder on the first day of school. Additional copies are available in the office.

### PERMANENT PERMISSION NOTES

If a child will be picked up after school on a regular basis or if the child has a regularly-scheduled, after-school activity, one "permanent permission" note may be sent to the teacher.

### PARTY INVITATIONS

Party invitations may not be distributed at school.

### SCHOOL PICTURES

School pictures are taken every fall. Pictures purchased at the first "sitting" will be ready for the holiday season. Picture retakes are scheduled later in the year for those students who were absent or whose original pictures were unsatisfactory.

### YEARBOOK

A school yearbook is published every year and can be purchased through advanced order.

### PHOTOGRAPHING STUDENTS

Photographs or videos are occasionally taken of classrooms "in action" to demonstrate a particular aspect of a curriculum or the implementation of a special program. These photographs or videos are sometimes used in presentations to the Board of Education, teachers, parent groups, and community groups. On occasion, photographs of students are placed in newspapers concerning events taking place at the school. **If you object to having a photograph or video of your child used in the newspaper or on our website, please indicate on the Parental/Guardian Permission form that is sent home on the first day of school.**

### LOST AND FOUND

Students who find lost articles are asked to take them to the office. Students and Parents/Guardians looking for lost items should check the Lost and Found "Bench" which is kept outside the nurse's office. **Parents/Guardians, please label jackets, lunch boxes, backpacks, etc. so found items can be returned to their owners.** Unclaimed items are given to charity after a reasonable length of time. If a small item is lost (watch, eyeglasses, earrings, etc.), please check in the office.

### ANIMALS

As a result of public health concerns, dogs and cats are **not allowed** in school without approval from administration. Other animals brought to school for educational purposes must first be approved by the administration.

### IF YOU ARE MOVING

When a student is moving, the Parents/Guardians should sign a release of records form available from the school office. Once the new school requests a student's records, they will be forwarded. NO permanent records may be hand-carried to another school.

### REPORT CARDS

Report cards are issued three times a year. The dates report cards are sent home are announced in the Thursday letter. The report card is only one means of communicating student achievement. Through graded papers, notes, telephone calls, conferences, and homework, as well as report cards, Parents/Guardians should have an ongoing understanding of student progress. If you have questions about your child's progress, contact his/her teacher.

### SENDING SCHOOL WORK HOME

Every Thursday all students bring home in a blue folder containing a collection of papers and work done in school during the previous week. Look through the papers and please return the folder. If no *Thursday Papers* are sent home, or if you have any questions, please contact your child's teacher.

### NEWSLETTERS AND OTHER NOTICES

Students receive a good deal of written material to share with Parents/Guardians: classroom newsletters/notices, various permission slips, PTO bulletins, program notes, etc. To avoid confusion and a constant paper assault, we generally send these items home on Thursdays. It is not unusual to have children forget to give their Parents/Guardians these communications - please be sure to ask for bulletins, notices, and letters on a regular basis and perhaps check those backpacks! The Thursday letter and any new fliers are sent electronically through blackboard every Thursday. Typically in the late afternoon. Our Thursday letter is also available on the school website [www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)

### DESIGNATED CHILD

PLEASE NOTE: Our procedure is to send home school notices one-per-family with the "designated" child (usually the youngest elementary school child). This helps us cut down on our paper consumption. It is the responsibility of the "designated" child to bring home newsletters and other special notices. If you experience any problems with this arrangement, or if you would rather have your notices come home with a different child (or with each child), please let us know.

### FIELD TRIPS

Field trips are carefully planned educational experiences and are part of the curriculum. When going on a field trip, students are required to have a permission slip signed by a parent/guardian. Students are expected to come to school even if they are not participating in a field trip. Arrangements will be made to see that they have academic work to do for the day. Field trips are part of a student's academic program and children are expected to stay for the entire day. Follow-up activities often occur once the children have returned to school. Children are expected to remain at the field trip location both to maximize the educational component of the field trip and to ensure student safety. Any questions or concerns, please contact administration.

### HOLIDAY GUIDELINES

- ◆ All programs recognizing religious holidays must be educational and instructional.
- ◆ Celebrations of holidays are acceptable as long as they deal with the secular, historical or cultural basis of the holiday.
- ◆ No child shall be required to participate in a holiday activity that conflicts with personal religious or cultural beliefs.
- ◆ Music, art, literature, and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if they are presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

### SNACK AND STUDENT PROJECT DELIVERIES

In accordance with our school Wellness Policy, Parents/Guardians who bring in items for birthday snacks or school celebrations are encouraged to provide healthy treats. Please deliver snacks and projects to the office. Your child will be called to pick them up. If you drive your child to school and need to take items directly to the classroom, you may park in the short-term lot in front of the office, sign in, get your visitor pass, and drop off the items. Please plan to leave before the academic day starts at 8:35 a.m.

### **CLASS LISTS**

Each spring grade level teachers, special education teachers, specialists, and the administration develop class lists for the following school year. Although we are not able to honor specific requests for classroom teachers, we do encourage Parents/Guardians who have specific concerns about the type of learning environment that might best suit their child to let the administration know their concerns, in writing, prior to the end of April.

### **NO SMOKING OR VAPING**

Smoking, vaping or other use of tobacco-related products by students or adults *is **not allowed on school property***, on any transportation provided by the Board of Education, or during the course of any trip or activity sponsored by the Board of Education.

## ATTENDANCE REQUIREMENTS FOR STUDENTS

Connecticut State Law requires Parents/Guardians ensure their children attend school regularly during the hours and terms the public school is in session. The responsibility for regular attendance rests with Parents/Guardians.

In order for students to develop to their full potential, the Board of Education deems it essential that students attend school on a regular basis. The learning experiences that occur in the classroom are meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction.

### Absences

The first nine (9) days that a student is absent, for whatever reason, will all be recorded as **excused**, as long as we receive a parent note/phone call within 10 days. At absence day number ten (10), the policy requires that all further excused absences be based on the reasons outlined in the chart below. If absences do not meet one of the outlined reasons, the absences are recorded as **unexcused**. The State Board of Education definitions establish two levels of criteria for an absence to be considered an excused absence (see table below)

Level	Total # of Days Absent*	Acceptable Reasons for a Student Absence to Be Considered Excused	Documentation Required within 10 Days
1	One through nine	Any reason that the student's parent or guardian approves.	Parent or guardian note only.
2	10 and above	<ul style="list-style-type: none"> <li>• Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length</i>)</li> <li>• Student's observance of a religious holiday.</li> <li>• Death in the student's family or other emergency beyond the control of the student's family.</li> <li>• Mandated court appearances (additional documentation required).</li> <li>• Extraordinary educational opportunities preapproved by district administrators.</li> </ul>	Parent or guardian note and in some cases additional documentation (see details of specific reason).

Note: The total number of days absent includes both excused and unexcused

- **Every attempt should be made to confine necessary appointments to after school, weekends, and vacation periods.**
- If your child is absent or dismissed early due to illness, they are not allowed to attend any school sponsored after school or night activities.
- Parents/Guardians are strongly discouraged from scheduling vacations during times when school is in session. Any Parents/Guardians contemplating family vacations during school should contact the school at least two weeks prior to the vacation. Make up work will be provided when the student returns to school and the classroom teacher will identify a due date.

### MENTAL HEALTH WELLNESS DAYS (MHW)

- Students are limited to two MHW days per school year.
- MHW days cannot be taken on consecutive school days.
- MHW days should always be excused. Regardless of the number of absences a student has accrued in the school year.

### Notification of Student Absence

Parents/Guardians must notify the school (**860-295-6225**) no later than 9:00 a.m. on the day of absence. If no contact is received, the school will make a reasonable effort to notify the parent/guardian by telephone of the student's absence. If it is not possible for Parents/Guardians to telephone the school on the day of the absence, the school requires a written note which includes the date and reason for the absence. The student should give the note to his/her classroom teacher who will pass it on to the school office. For your convenience, an answering machine in the health room can take your calls even when school is closed.

### Definitions

**"In Attendance"** means a student is present at school or an activity sponsored by the school (i.e. field trip) for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion will always be considered absent.

### Unexcused Absences and Truancy

If a student accrues four unexcused absences in one month or ten unexcused absences in one year, he/she will be considered truant according to state law. Truancy activates a school process to remediate the problem. This process may include meetings between Parents/Guardians and school officials, referral to the PPT or AHM Juvenile Review Board, and/or notification to the Superintendent. Only when all local resources are exhausted is a referral to legal authorities recommended.

### Tardiness

Students are expected to report to their classrooms on time each morning. Late students *should not* go directly to the classroom. Students arriving late must report *to the office* with a parent. Excessive tardiness will necessitate a school parent conference and, at the discretion of the administration, may result in after school detentions.

### REQUESTING AN EARLY DISMISSAL

- If you must have your child dismissed early, please send a note stating the reason, time, and name of the person who will be picking the child up.
- Come to the office to sign your child out. **DO NOT** go to the classroom. The office staff will call your child.
- If an immediate emergency, please call or come directly to the office.

### RELEASE OF PUPILS FROM SCHOOL

Administration is obligated to release a child during the school day to either parent, even when the Parents/Guardians live apart, are legally separated, or the marriage has been dissolved by the courts, **unless the administration receives written legal documentation to the contrary**. No student under the age of eighteen may be released from school to any person, other than a parent, guardian, or someone designated by a parent or guardian. If the person asking for the child is unknown to the administration, it is the responsibility of the administration to verify the identity of that person.

# Health Services Information

**The School Health Office** is designed to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes documentation of past illnesses, results of physical examinations, and other pertinent health information.

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

## **Absent or Late Arrival**

Parents/Guardians must call the health room before 9 a.m. (860-295-6225) if their child will be absent or late for any reason. Please provide the Health Room with your child's symptoms if they are ill. If you know your child will be out for a specific number of days, you may call on the first day and let the health room personnel know how long your child will be out of school. For your convenience, an answering machine in the health room can take your calls even when school is closed. If you do not call in, the health room personnel are required to contact you by telephone.

## **Administration of Medication**

Parents/Guardians of students requiring medication during school should contact the school nurse. Special forms are required to permit the administration of medicine in school. They are available from the school nurse or your physician. All medication must be in the original container with proper labels and brought into school by an adult.

Unused medication must be picked up by the parent or a responsible adult within one week after the medication is finished or at the end of the school year, or disposed of by the school nurse and the disposition recorded.

## **Annual Screenings**

All students are screened annually by the school nurse for vision, hearing, height and weight. Vision and Hearing screenings are conducted in all grades yearly (with the exception of grades 2 and 6). A scoliosis screening is conducted for 5th & 6th grade students.

## **Communicable/Infectious Diseases**

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

It is important that if your child tests positive for an infectious disease that this be communicated to the Health Room. Contagious diseases (i.e. Strep Throat) require 24 hours of antibiotic treatment before your child is no longer contagious and can return to school.

Before a child may return to school after an absence due to such conditions, Parents/Guardians and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

## **Illness Occurring During School Hours**

If a pupil becomes ill in school and must be sent home, the nurse will notify the parent/guardian or, if they are not available, the person designated on the emergency form. Please be sure to keep emergency information updated throughout the year.

Please keep your child home from school if they are sick. Children with fevers (temperature greater than 100 degrees F), vomiting, or diarrhea should be symptom free for 24 hours prior to returning to school.

## **Immunizations**

Connecticut State Statutes, State Health Department regulations and school board policy require that 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.

## **Insurance**

School insurance is made available to all families. Flyers are distributed to students at the beginning of the academic year. This insurance is not mandatory. It is offered as a service to Parents/Guardians who may want to take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangement is contractual between the parent and the insurance carrier. The Elmer Thienes/Mary Hall Public school assumes no liability from disputes arising from such a contract.

## **Physical Examinations**

- Physical examinations are required prior to entering any CT school system. Exams done privately within one year prior to the start of Preschool & Kindergarten are acceptable.
- A physical examination form is available at the school health office or main office and must be completed by Parents/Guardians and the child's physician and returned to the school health room.

## **Student Emergency Data Form**

A student emergency data form will be sent home the first day of the school year for emergency contacts, health concerns, tick removal, insect bites, etc. Please return the completed form so we may better serve your children.

## **Sunscreen (Public Act 19-60)**

Students 6 years and older can possess and self-apply over the counter sunscreen after the school has received written authorization from parent/guardian.

**Homebound Instruction**

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

**AIDS Instruction**

The Connecticut Legislature passed Public Act 88-112 which added a new subsection to Connecticut General Statute 10-19(b).

*Commencing July 1, 1989, each local and regional board of education shall offer during the regular school day planned, ongoing, and systematic instruction on Acquired Immune Deficiency Syndrome...each local and regional board of education shall adopt a policy...concerning the exemption of pupils from such instruction upon written request of the parent or guardian.*

The emphasis of our AIDS curriculum is on good decision making. It is guided by the belief that as students learn accurate facts about AIDS and its transmission, they will be better able to choose behaviors that place them at no risk of developing the disease.

Families may request, in writing, that their child(ren) be exempt from AIDS instruction. Because of the obvious importance of AIDS instruction, families that exercise the exemption option are urged to assume responsibility for providing appropriate AIDS information to their children.

In order for our students to successfully achieve the long range educational goals of the district, the following educational programs take place in classroom environments that integrate essential skills and concepts.

**Art**

Art education develops creative thinking skills inherent in every person. Through a variety of activities and varied materials our students cultivate their perceptions of the world through visual and hands-on processes. Using the Elements of Art and Principles of Design, our students express what they know, feel, think and imagine. Visual art presents cultural, historical and cross curricular awareness. Visual art requires uniting the perceptual, intellectual and creative processes, as well as demanding decision-making and problem solving.

Communication in our visual art program extends beyond the visual and includes verbal critique. Students present rational for their own work and analyze the work of others based on specific criteria. Visual art supports the common core objectives regarding communication at every grade level. Although Art is realized, recognized and integrated in all academic areas, it is an important body in itself. It includes vocabulary and history specific to itself. Students learn about Art as is developmentally appropriate in relation to fine motor and cognitive development.

**English Language Arts/Reading**

There are few instructional tasks more important than teaching children to read and write. It is our intent that students will develop proficiency, confidence, and fluency in reading, writing, listening, speaking and viewing to meet the demands of the 21<sup>st</sup> century. Our goal is to develop life-long critical readers, writers, listeners, speakers and viewers.

Teachers are providing our students with a quality language arts education through a , comprehensive PreK – Grade 6 program that is aligned with the Common Core State Standards for English/Language Arts and based on the Science of Reading. Our staff holds high expectations for all students and has created classrooms that are rich learning environments that foster literacy for all students.

Our Early Literacy Plan ensures that all children will get the instruction and crucial support that they need throughout the primary grades. Reading and writing instruction is guided by researched based practices and the selection of appropriate materials. We have a large selection of fiction and non-fiction books and decodable texts that teachers use in their lessons.

Trade books are the foundation of instruction in 5<sup>th</sup> and 6<sup>th</sup> grades. Each of the grades has specific novels that are used for instructional purposes. Trade books are used to provide a

strong structure with which to explicitly instruct comprehension, inference, and synthesis skills through a powerful combination of both large and small group discussions and detailed written responses.

Marlborough Elementary School implements Lucy Calkins’ Writer’s Workshop Program which is a well-respected approach to teaching writing nationally. Units of study at all grade levels include narrative, informational, and opinion/argument.

**Health**

Health Education is a planned program of learning experiences which prepares our students to promote and ensure the quality of individual, family, and our community’s health. Our health education program enables our students to develop self-awareness and skills for effective decision making. The program increases knowledge of health and personal safety issues and encourages the development of positive health practices, thus enabling the students to make informed decisions concerning their emotional, social, and physical health. Our program is a collaborative effort presented through related disciplines, as well as through a set of classes instructed by our physical education teacher.

**Mathematics**

The Marlborough Mathematics Curriculum provides all students with a narrow, in-depth focus on concepts as outlined in the adopted Common Core State Standards. Units focus on the acquisition of conceptual understanding, procedural fluency and mathematical application. Students work on acquiring in-depth knowledge of concepts, using a series of strategies (manipulatives, virtual manipulatives, and a series of exploratory math labs) to gain the depth of knowledge on concepts needed to be mathematically fluent. Our school implements Envision 2020 math units, embedded with supplemental activities as identified through data.

Outlined below are the major topics that support the conceptual understanding and mathematical fluency at Marlborough Elementary School.

PK – 2	Addition and Subtraction (concepts, skills, problem solving, and place value)
Grades 3 – 5	Multiplication and division of whole numbers and fractions (concepts, skills, and problem solving)
Grade 6	Ratios and Proportional reasoning, early expressions and equations

CSDE Instructional Shifts for Mathematics

**Music**

Our music program is based upon the enrichment of students’ lives through the development of their inherent musicality. Readiness, skill level, and activity preference vary among children. Therefore, a variety of aural and visual media are used to develop each child’s maximum musical potential. We believe that children learn musical behavior by listening, creating and performing.

The elementary music program uses speech, movement, song, instruments and listening activities to develop the musical skills (melodic, rhythmic, etc.) and other musical concepts (such as expressiveness and the connection to other art forms) in relationship to the national standards. Students are provided with the opportunity to participate in grade level chorus (grades 3-6), select vocal ensembles (such as Harmonia – grades 5-6), recorder band (grade 3), beginners’ band (grade 4), concert band (grade 5-6), and jazz band (grade 5-6).

### **Physical Education**

Physical Education is an important and integral part of the total education of our students at Marlborough Elementary School. Students in Grades K-6 attend physical education classes on a weekly basis. Throughout the year, students will take part in a wide range of units and activities that will enable them to grow physically, socially and emotionally. Units will have an emphasis on meeting the individual needs of students and provide them with a foundation that allows them to be physically active throughout their lives.

### **Science**

The Marlborough Science Curriculum is built upon the fundamental belief that students need to build a depth of content knowledge and have meaningful opportunities for the application of this content knowledge to help them build an in-depth understanding of the world we live in. The progression of scientific knowledge that students gain through inquiry and engineering design lessons allows them to build their depth of understanding of grade level topics. Our Science Technology Engineering Art and Math (STEAM) room provides a location for all students to explore a variety of topics with a variety of scientific tools ranging from USB microscopes to erosion tables.

### **Social Studies**

Through an interdisciplinary approach to the content, students use problem solving and critical thinking skills while gaining knowledge and understanding that they will apply as responsible citizens. Depending on their grade level, students learn about and gain an appreciation of their family, community, state, country and the world we live in, through specific explorations of Connecticut, United States History, and the Western Hemisphere. Our social studies curriculum is based on the C3 Standards and embedded with Common Core English/Language Arts standards, using a rich variety of materials varying from original source documents to a wealth of maps and graphs to instruct students in the skills required to look for and evaluate content evidence, as well as communicate what they learned. Direct instruction also focuses on the art of asking good questions, identifying problems, considering various solutions and consequences, and participating in frequent discussions and debates on a variety of topics. Our goal is to create students who are contributing members of a global society.

### **Spanish**

The Marlborough Elementary School Spanish Program is designed to motivate, inspire and challenge students to become contributing members of a global society. The immediate goal is to launch the second language acquisition process for young, enthusiastic learners, while supporting the ultimate goal of acquiring the ability to communicate meaningfully and appropriately in another language. The Spanish program follows the FLES model. The curriculum is aligned with the national standards for foreign language learning, the 5 C's, supported by the ACTFL Performance Guidelines and Can-Do Statements for Language Learners. Themes and units are highly connected with other disciplines, making language learning meaningful, relevant and reinforcing. The teacher and students use the target language for the majority of the lesson. Instructional strategies include interactive activities with a purpose. Cultural components are embedded into many units.

### **Technology**

Students will acquire technological skills that are important to their continual personal growth. The school is a one on one device building with usage of Ipad in Kindergarten and chromebooks in grade 1 -6.. Interactive whiteboards are installed in most classrooms. The school website ([www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)) continues to be a working tool for teachers, students, and families. Information such as the School Calendar, School Activities and Thursday letters enables families to stay informed.

### **Acceptable Use of Technology Agreement Rules**

1. I will only use the technology provided for assignments given by my teacher.
2. I will not try to access online information that is not related to my school assignment.
3. I will use all technology in a responsible manner at all times, following all rules.
4. I will be considerate of other device users and their privacy.
5. I will use polite and appropriate language at all times while using technology.
6. I will not give out any personal information about myself or anyone else while using technology.
7. I will make responsible decisions while accessing and using school technology.
8. I will treat school technology carefully. I understand that misusing equipment may be considered a crime. Examples of misusing devices are breaking copyright laws, vandalizing equipment, tampering with hardware, software, and other users' files.
9. I will report any problems or improper messages to my teacher or to school personnel who are supervising me.
10. If I do not follow these rules, I know that I may lose my privilege to use technology at school. I may be disciplined for not following the rules. I may have to pay for any damages that I cause by misusing school technology.
11. If I do not use school technology properly, my actions may be reported to those responsible for enforcing the local, state and/or federal laws.
12. Playing games or visiting/posting on social media sites is prohibited unless specifically authorized by a teacher for instructional purposes.
13. I will exhibit exemplary behavior on the school network and use school devices as a representative of my school community.
14. Any personal technology devices that are brought into school, whether connected to the Marlborough Elementary School network or other wireless networks, must be used in accordance with our Technology Agreement and Marlborough Board of Education policies.

Our MES goal is to provide instruction that build the technological knowledge required to interact with the constantly evolving landscape of devices and interfaces to craft positive digital identities and use technological tools to construct knowledge, craft products and interact positively in a global on-line world. As outlined in the ISTE standards, we will guide our children to use technology to be:

1. An empowered learner
2. Digital citizen
3. Knowledge constructor
4. Innovative designer
5. Computational thinker
6. Creative communicator
7. Global collaborator [www.iste.org](http://www.iste.org)

## **Special Services**

### **Crisis Intervention Team**

As educators we are in a unique position to offer support to students in crisis situations. Our crisis intervention team has developed a plan that allows us to react quickly and effectively to the needs and the impact of a crisis.

#### **Our goals are to:**

- Facilitate communication
- Encourage the healthy expression of feelings
- Provide outreach and support to those in special need
- Identify students at risk
- Help all students and staff deal with crisis in a positive manner

### **Community Based Family Resource Services**

The Andover-Hebron-Marlborough Youth Services Organization main offices are located in Hebron on Pendleton Drive. Mental health supports and services can be readily obtained by contacting them. The building also houses a teen center, which offers the young people of the three communities a place to socialize in a safe and supervised environment. Please contact the organization for a schedule of events and the hours of operation for the teen center at 860-228-9488.

### **Collaborative Intervention Program (CIP)**

The goal of this process is to provide early interventions to children right within the classroom setting. Classroom teachers notify the Parents/Guardians when their child is being referred to the CIP process. CIP plans are specifically designed to address the individual needs of a student. Interventions can be provided by the classroom teacher or other support personnel in the building. Data is collected and analyzed based on the goals that have been set by the CIP team. The classroom teacher communicates with Parents/Guardians about the child's progress throughout the CIP process.

### **Counseling**

Our school social worker and school psychologists are available to answer parent and teacher questions about the social and emotional issues that may impact a child's performance in school. They are a valuable resource for information about services that Parents/Guardians can access outside of school as well. The social worker organizes and runs short-term friendship or social skills groups. Our support staff works closely with classroom teachers and Parents/Guardians to assure that children experience social and academic success.

## **Special Education Services**

Special education services are available to children who have been identified or are suspected as having a disability that significantly impacts their learning in the regular education curriculum. Our services reflect a continuum of supports that include diagnostic evaluations, speech and language therapy, occupational and physical therapy, counseling, and special education academic support and instruction. Our goal is to provide the child with the appropriate program in the least restrictive environment (classroom) but we have services available outside of the classroom as well.

The Planning and Placement Team (PPT) is comprised of the Parents/Guardians, a school administrator, classroom and special education teachers and other related services professionals. The PPT convenes at least annually to review the progress of identified students. For students not yet identified, the PPT would meet initially to discuss the Referral to Special Education and to make recommendations about whether or not to conduct evaluations. Should an evaluation be recommended, the PPT meets again to discuss the results and to determine eligibility for services. If the child is found to qualify, the team develops an Individualized Education Plan (IEP) for the child.

Special education teachers and related services staff provide direct and indirect instruction to children on the skills necessary for them to be successful in the regular education curriculum. Collaboration is a key component in providing children with the appropriate supports and services. Therefore special education and regular education staff work closely to modify and differentiate instruction in order to meet the needs of the individual learner.

Related Services encompass speech and language therapy, occupational therapy, physical therapy and psychological services. Recommendations regarding Related Services are made at the PPT and are based on assessment data and student need. The services can be provided either directly to the child and/or through consultation with the classroom and special education teachers.

## **USE OF VIDEOS / MOVIES IN THE CLASSROOM**

The following guidelines have been established to govern the use of videos in the school.

- ◆ Since classroom time for teaching and learning is limited and since active rather than passive modes of instruction are more beneficial to students, videos (including feature length movies) are to be used both appropriately and sparingly. Showing excerpts is a preferred approach.
- ◆ A video is never to replace direct skills development with students in various subject areas as called for in the curriculum.
- ◆ Video/movie content must always be of merit and relate to the curriculum for that grade level/course.
- ◆ In general, videos/movies of literary works are viewed as a supplement to the study of the print version, not in place of it.
- ◆ In general, students must respond critically in writing to a video presentation after viewing it.
- ◆ Only G-rated feature movies/videos which directly support the school curriculum may be used in the classroom. PG-rated feature movies/videos which directly support the school and curriculum may be used in the classroom with specific and prior written approval from the Parents/Guardians and Principal.
- ◆ At all grade levels, an unrated video such as those produced by the National Geographic Society or a documentary from The Learning Channel or Public Television must be age-appropriate and related directly to the objectives of the curriculum at that grade level in that course of study. If there is any question as to the appropriateness of the film for use in the classroom, the Principal is to be consulted prior to the film being shown in a classroom.
- ◆ Teachers must, without exception, preview all videos/films in their entirety before showing them to their students.

# 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 instruction goals. Homework also acquaints Parents/Guardians with the student work in school.

## Homework Guidelines

### Rationale

Homework should help students develop good study habits, foster positive attitudes toward school, and communicate to the students the concept that learning takes place at home as well as at school. Homework should also help develop organizational skills, promote good work habits, and build a sense of responsibility.

### Partnership

Teachers, students, and Parents/Guardians are all critical players in homework success.

### Teachers must:

- Provide meaningful homework assignments
- Provide clearly communicated assignments
- Provide homework appropriate to the students' skills
- Be consistent in keeping with the grade level guidelines

### Students must:

- Have clear knowledge of homework assignments
- Have sufficient preparation to succeed
- Complete assignments to the best of their ability

### Parents/Guardians must:

- Provide homework support and structure at home
- Have clear, realistic homework expectations
- Have knowledge of the teacher's expectations

### Types of Homework

- **Practice:** This type of assignment refines and strengthens skills previously taught.
- **Preparation:** The completion of this type of assignment makes the next day's lesson more meaningful and easier to master.
- **Extensions:** This is the application of skills and concepts to a more complex situation. It may require higher level thinking, problem solving, and creativity.
- **Integration:** Successful completion of the assignment requires coordinating and combining several skills and concepts.

### Grade Level Expectations

Completion of homework within these guidelines depends on a child's individual ability to organize himself or herself and focus on the assignment. Some students may also have work in addition to assigned homework as a result of work not completed in class. If a child is consistently unable to finish homework within the time stated in the grade level guidelines, or is not receiving sufficient homework, it is an indication that communication is needed between families and the teacher.

### Kindergarten

As needed

### Grade One

10 minutes three to four times per week plus nightly reading as recommended.

### Grade Two

20 minutes two times per week plus nightly reading as recommended.

### Grade Three

20-30 minutes three times per week plus nightly reading as recommended.

### Grade Four

30-40 minutes four times per week plus nightly reading as recommended.

### Grade Five

45-60 minutes four to five times per week plus nightly reading as recommended.

### Grade Six

45-60 minutes four to five times per week plus nightly reading as recommended.

We hope that every family will make reading to children, reading with children, and/or children reading independently a part of daily family life. Research states, "There is increasing evidence that parental beliefs and attitudes regarding literacy, and reading in particular, influence children's literacy development." (DeBaryshe 1995, Baker et al 1995, Spiegel 1994).

"The values, attitudes, and expectations held by Parents/Guardians and other care givers with respect to literacy are likely to have a lasting effect on a child's attitude about learning to read." (Snow, Burns, and Griffin 1998)

# **Student Code of Conduct**

## **Respect**

## **Responsibility**

## **Safety**

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The school has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

### **Student Responsibilities**

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

- Attending all classes regularly and on time
- Being prepared for each class with appropriate materials and assignments
- Showing respect toward others
- Behaving in a responsible manner
- Taking care of books, supplies, and devices entrusted to their use
- Obeying all school rules, including safety rules
- Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels

**Students who violate this Code of Conduct may be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.**

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

- Cheating or copying the work of another student
- Throwing objects that can cause bodily injury or damage property
- Forging any note, pass, or other official paperwork
- Leaving school grounds or school-sponsored events without permission
- Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers, students or other school employees
- Playing with matches, lighters, fire, or committing arson.

- Committing robbery or theft.
- Damaging or vandalizing property owned by the school, other students, or school employees.
- Disobeying school rules on school buses.
- Wandering or loitering in the bathrooms or in the halls.
- Fighting, pushing, tripping, hitting or assaulting in any way another student or staff member.
- Name-calling, making ethnic or racial slurs or derogatory statements.
- Bullying and teasing and participating in any threatening behavior towards other students or staff.
- Play-fighting or play-suffling.
- Possessing any item which can be considered a weapon or dangerous instrument. This includes knives, sharp objects, firearms, firecrackers or other explosives.
- Bringing to school or using any illegal substance or apparatus.
- Throwing snowballs.
- Rough-housing on the playground.
- Engaging in unsafe behavior of any kind.
- Behaving in any way that disrupts the school environment or educational process.
- Rules for the usage of electronic devices (including phones) is outlined on the *Acceptable Use Permission* form distributed at the beginning of the school year.

## **BULLYING AND MEAN-SPIRITED BEHAVIOR**

The Marlborough Elementary School Community values a learning environment based on respect, responsibility and safety. We make every effort to instill, promote and reinforce each individual's right to learn and grow in a climate that is free from teasing and bullying. In accordance with Board policy 5131.911, the bullying of a student by another student is prohibited. The Safe School Climate Plan, which can be found on our website, outlines specific guidelines for educators and our response to bullying behavior.

Incidents of bullying may be reported anonymously by students or in writing by parents or guardians. School staff receiving reports about or witnessing bullying will notify school administration. We strongly encourage students to seek the help of adults in situations where teasing or bullying is occurring. Each reported incident will be thoroughly investigated.

Please contact us immediately if your child is having issues with other students. Often times the incident is actually mean-spirited behavior and not bullying by definition. We can assure you, that this type of behavior is not tolerated as well. We prefer to handle smaller problems initially, as opposed to situations that become bigger over time. Our goal is to make sure that all of our students feel comfortable in all aspects of school. Knowing about any concerns early on can help us achieve this goal.

## **SCHOOL PROPERTY**

- ◆ Students have the responsibility to respect and protect school property from damage.
- ◆ Students may not steal articles belonging to other children or to the school community.
- ◆ Textbooks must be treated with respect.
- ◆ Technology: please see the *Acceptable Use Policy*.

## **PERSONAL PROPERTY**

Desks and personal belongings will be searched by the administration or his designee if there is reasonable suspicion that there is something illegal, dangerous, or disruptive to the operation of the school.

## **ITEMS CHILDREN MAY NOT BRING TO SCHOOL**

- Cell Phones\*
- Digital cameras (still or video)\*\*
- Electronic games or other non-instructional games
- Gum
- Illegal substances or any illegal apparatus
- Laser pointers
- Skateboards
- Weapons: anything that may be considered a weapon or a dangerous object including, but not limited to: lighters, matches, knives, sharp objects, firearms or ammunition, firecrackers or other explosives

**and held until a parent can pick  
them up.**

\* See separate school guidelines for cell phones and electronic devices. Under certain limited conditions, cell phones may be allowed, provided we have written parental permission.

## **DRESS CODE**

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation.

Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g. unclean or malodorous), advocates profanity, violence, drugs, alcohol, sex, hate groups, gang affiliation or illegal activity (expressed or implied), inappropriate language or graphics that are profane, vulgar or rude, causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or contains unreasonable potential to upset and hurt others is prohibited.

The following clothing articles **are not** allowed in school:

- Tops that expose any portion of the waist, hips and midriff
- Oversized clothes which present a safety hazard because of fit or length
- Baggy pants or ripped clothing with undergarment visible
- Sunglasses
- Footwear that poses a safety concern
- Caps, hoods and hats

**If children bring these items to  
school, the items may be confiscated**

# Promoting A Positive School Climate

Learning occurs best in a positive and supportive school environment. In educating the whole child our goal is to develop each child's academic and social skills and knowledge. Our school is based on the values of respect, responsibility and safety. Each member of the school community, adults and children alike, enhance a safe and positive environment when we treat one another with respect and when we accept responsibility for our words and actions.

## PBIS

PBIS (Positive Behavior Intervention Support) system is a program that research has indicated helps create a positive school environment for everyone. We will be giving out "Panther Paws" for students who are demonstrating positive school behaviors, and "Classroom Panther Paws" for those classes that display exemplary behavior. There will be celebratory assemblies and reward activities for positive choices made by our students.

## Student Discipline Procedures

At the start of each school year, teachers work with their students to establish classroom expectations that will foster a positive and cooperative learning environment. In addition, they review the **School Code of Conduct** with their students. Each teacher has a unique approach to supporting the school's guiding principles of **respect, responsibility and safety**. They create a balance between promoting positive behaviors and handling behavior issues. At times the proactive steps and strategies are not successful. In such instances, the teacher may respond in a variety of ways, such as, but not limited to the following:

- Communicate with Parents/Guardians through a phone call or a note home.
- Use a time-out in order to give the child time to reflect on his/her behavior.
- Meet with the child individually to discuss the problem and possible solutions.
- Make an office referral.
- Refer the student to the Collaborative Intervention Program (CIP) Team.

Communication and cooperation between home and school to address issues that persist is essential to helping children make smart and productive choices.

Office referrals are preserved as the next step in handling more serious or persistent offenses. Consequences assigned by the administration are designed to help students understand the problem and to take responsibility for their behavior. When children are referred to the office, our first step is to investigate the 'incident' so we have a full understanding of the events and the children involved. Consequences or other intervention steps are determined based on the information gathered about the problem. Office detentions include the following:

- **Lunch or recess detention:** (1/2 hour) Children are isolated from peers during lunch or are provided an alternate activity during their recess time.

- **Lunch and recess detention:** (1 hour) this is assigned by the office for serious infractions or persistent problems.
- **After School Detention:** Students are provided an opportunity for physical activity for a minimum of 20 minutes. Occasionally a student may have to remain after school for disciplinary reasons. In such cases, a 24-hour notice will usually be given and the parent is expected to arrange transportation home.

Other alternatives may be utilized and are reserved for more serious problems. These include but are not limited to an in-school suspension, an individualized behavior management plan or an out-of-school suspension.

A home/school team approach is the most effective way to promote positive behavior. Please call at any time with questions or concerns.

## Safe School Climate

Our MES Safe School Climate Plan, containing provisions pertaining to bullying, filing complaints and conducting evaluations, is located on the main page of our website ([www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)) listed under the Important tab.

## PRIDE Assemblies

We gather the entire school community together to celebrate accomplishments and recognize positive student behavior.

# SCHOOL TRANSPORTATION

Please do not use the parking area in front of the Main Office  
for drop-off/pick-up between 8:15 – 8:35.

## BUS TRANSPORTATION

The Marlborough Board of Education provides bus transportation to designated bus stops. Students may not walk or ride bicycles to school. Students will not be allowed to ride a bus other than their assigned bus. Concerns or questions about bus transportation or procedures should be directed to the school administration.

After school, children in grades K-6 will be dropped off at their established bus stops. Following the transportation drop-off guidance noted at the end of the page. Parents/Guardians are encouraged to have emergency plans in place in the event they are delayed in meeting their child(ren) as they get off the bus.

### Getting Off the Bus at a Different Stop

A child may get on or off his/her regular bus at a different stop only with **written** permission from the parent/guardian and approval by the school office.

Please **DO NOT** approach the bus drivers or stop the bus with a personal request to discharge your child anywhere other than his/her designated bus stop. Drivers will not comply with this request.

### Child Care Situations

With the number of requests received to accommodate child care/babysitting, the Marlborough Board of Education has set the following priorities and established procedures to ensure the safety of the children it transports and the reasonableness of its transportation operations. Requests may be granted under the following circumstances:

- the request is for a period of three months or more;
- the location of the requested day care provider is on an existing bus route;
- there is space available on the bus to which the student would be assigned if the day care request is honored;
- to the extent possible the location of the morning pick-up is the same Monday through Friday and the location of the afternoon drop-off is the same Monday through Friday.

### In Case of Emergency

If an **emergency** situation arises, you may make a telephone request for your child to be transported on a different bus. This request will be granted **ONLY IF** there is space on that bus.

### AM DROP OFF PROCEDURES

- If you **MUST** bring your child to school, **they may not arrive before 8:15 a.m.** since no staff will be on duty to be responsible for them.
- Students should be dropped off between 8:15-8:30 a.m. at the sidewalk in the Community Room parking lot. Parents/Guardians are asked to observe the one-way traffic signs, pull forward, and to wait patiently in line. Children should not get out of cars anywhere other than the unloading area by the sidewalk.
- Please have students ready to exit the car. If you feel your child needs help, please **PARK** your car and help them cross in the parking lot.
- Students are not to get out of the car unless school personnel are present at the unloading area to meet them.
- **DO NOT** use the bus loop in front of the school entrance. This area is reserved for buses only. If you must come into the building, use approved visitor parking spaces. Short-term parking is located in the lot in front of the main office closest to the street.

- After 8:35 a.m., Parents/Guardians **MUST** accompany their children to the office and sign them in before they go to class. Please park in established parking spots. **Parking in the bus loop is prohibited.**

### CAUTION

Parents/Guardians are reminded not to pass a school bus while its red lights are flashing. This law applies whether a bus is on public or private roads or in parking lots. Any vehicle passing a school bus displaying flashing red lights will have its registration number given to the State Police. A violation results in a large fine.

### PM PICK UP PROCEDURES

- Parents/Guardians must **always** send a signed note to make the teacher aware that a child will be picked up. Telephone permission can be accepted only in case of emergency.
- The note must include the following information:
  - **full name of child**
  - **full name of the person picking up the child**
  - **time child will be picked up**
  - **full signature of parent/guardian**
- Parents/Guardians should review the contents of these notes with their child(ren) and remind them to give all notes to their teacher(s) first thing in the morning.
- A photo ID may be requested if school personnel are not familiar with the person designated to pick up the child.
- Parents/Guardians should come to the school office if they are picking up a child during the school day. Please park in the visitor's lot. **Parking in the bus loop is prohibited.**
- At the end of the school day, children are to be signed out and picked up in the cafeteria. Parents/Guardians may park in the two parking lots nearest the cafeteria wing. **Parents/Guardians are not to park along the sidewalk.**
- **CHILDREN WILL NOT BE RELEASED DIRECTLY FROM THE CLASSROOM, BUS LINES, OR BUSES.** Parents/Guardians may not walk through the hallways or go directly to classrooms or buses to pick up children. This is required to ensure the safety of all the children and will be **strictly enforced.**

### AFTER-SCHOOL SIGN-OUT DETAILS

- Children enter the pick up area and wait quietly until Parents/Guardians finish signing them out.
- Once all the children you are picking up have arrived, please sign them out and exit the building.
- No pets are allowed.

### TRANSPORTATION Drop-off Guidance

**Kindergarten and Grade 1 students will not be dropped off at their bus stops unless the bus driver can see:**

- **A parent/guardian**
- **A prior approved other individual**
- **A prior approved 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> grade sibling riding the same bus. Prior approval must be in writing and on file in the school office,**

**If none of the above is present, then the child will be brought back to the school.**

**It is also expected that Kindergarten and Grade 1 students will also have one of the above present when being picked up for school in the morning.**

# **STUDENT CONDUCT ON SCHOOL TRANSPORTATION**

## **Our Goal Is Safety for Your Children**

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or other disciplinary action that is appropriate for the misconduct. Bus drivers assign seats at the beginning of the school year. The administration reserves the right to change bus or seat assignments as needed. The school assumes responsibility for children from the time they board the bus to come to school until they get off the bus after school.

### **GUIDELINES FOR CHILDREN**

**Parents/Guardians, please review these guidelines with your children.**

- Arrive at your bus stop **on time** every day. Leave your house in time so you won't have to run for the bus.
- Wait for the bus in a safe place, away from the curb.
- When you get off the bus, move away from the bus immediately so the driver can see you and know you are safely out of the way.
- Enter and exit the bus in a quiet, orderly manner.
- If you must cross the road to get on or off the bus, remember to wait for the driver's signal, then look both ways before crossing to be sure no cars are coming.

### **STUDENT SAFETY RULES**

- Follow **all** the bus driver's instructions.
- Remain seated unless the driver gives you permission to move.
- Talk quietly. Show respect for your fellow passengers and for the driver. (Obscene language or inappropriate comments will not be allowed.)
- Keep the aisle clear **AT ALL TIMES**. All instruments, backpacks, etc. must be held in your laps.
- Do not throw objects inside the bus or out the window.
- Be careful not to damage bus equipment. The cost to repair damages will have to be paid by you or your Parents/Guardians.
- Eating is not allowed on the bus. If a teacher gives you a treat at the end of the day, put it in your backpack until you get home.
- Please do not bring balloons on the bus. They interfere with the driver's ability to drive safely.
- Keep all objects, including hands, inside the bus.
- Everything you bring on the bus must be safely tucked inside your bag or backpack before you board. (Instruments may be carried on separately.) There should be no large, dangling objects hanging outside

from your bag or backpack. These can cause injury to you or other passengers.

### **GUIDELINES FOR PARENTS/GUARDIANS**

- Have your child at the bus stop before the bus arrives.
- Check your child's attire before school to make sure there are no dangling strings, belts, straps, key chains, etc. that could pose a hazard.
- Support the bus driver if behavioral problems occur. Discipline is more effective with your support.
- Remember that the school is not responsible for the behavior of children at the bus stop. If you have concerns, you may contact other Parents/Guardians to arrange for a system of monitoring the bus stop.
- Discuss with your child the importance of reporting dangerous or inappropriate incidents to the bus driver or the school administration.
- Remind your child to report home immediately after getting off the bus.
- Review the above Student Safety Rules with your child as soon as possible and periodically throughout the year. With everyone's help, support, and cooperation the bus rides will be safe and pleasant for all children.

### **BUS DISCIPLINE PROCEDURES**

- Bus drivers are trained in methods for maintaining behavior on the school bus.
- Bus drivers and administrators confer regularly to discuss behavior concerns.
- Bus drivers have the right to change student seat assignments for any reason.
- In case of continued or serious misconduct, a bus driver will file a *Transportation Incident Report* with the administration. Consequences are subject to the administration's discretion.
- In case of serious misconduct that endangers the safety of other passengers or the driver, the driver has the authority to remove the student and call for law enforcement assistance. The school administration and the Parents/Guardians are notified of the situation as soon as possible. The student will not be allowed on the bus again until a conference involving all concerned parties has been held.

### **Suspension of a Student's Bus Privileges**

If a suspension occurs, the Parents/Guardians will be notified prior to the time the suspension takes effect. The Parents/Guardians will be responsible for arranging transportation for the child to and from school for the duration of the suspension.



# **Board of Education Policy Section**

Now located on our school website at [www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)  
Please click on “BOE School Policies” located on the main page.



## **BOARD OF EDUCATION - POLICY SECTION**

<b>Policy #1110.1</b>	<b>Parent Involvement</b>
<b>Policy #3524.1</b>	<b>Pest Management/Pesticide Application</b>
<b>Policy #3524.2</b>	<b>Green Cleaning Program</b>
<b>Policy #3541</b>	<b>Transportation</b>
<b>Policy #3542.31</b>	<b>Participation in National School Lunch Program</b>
<b>Policy #5113.2</b>	<b>Attendance, Absences and Truancy</b>
<b>Policy #5114</b>	<b>Student Suspension and Expulsion/Due Process</b>
<b>Policy #5123</b>	<b>Promotion/Acceleration/Retention</b>
<b>Policy #5125</b>	<b>Student Records</b>
<b>Policy #5131.6</b>	<b>Alcohol, Drugs, and Tobacco</b>
<b>Policy #5131.7</b>	<b>Weapons and Dangerous Instruments</b>
<b>Policy #5131.81</b>	<b>Use of Portable Communication Devices</b>
<b>Policy #5131.911</b>	<b>Hazing/Bullying/Safe School Climate Plan</b>
<b>Policy #5131.913</b>	<b>Cyberbullying</b>
<b>Policy #5141</b>	<b>Student Health Services</b>
<b>Policy #5141.21</b>	<b>Administering Medication</b>
<b>Policy #5141.231</b>	<b>Psychotropic Drug Use</b>
<b>Policy #5141.25</b>	<b>Food Allergy Management</b>
<b>Policy #5141.28</b>	<b>Sudden Cardiac Arrest Prevention</b>
<b>Policy #5141.4</b>	<b>Reporting of Child Abuse, Neglect and Sexual Assault</b>
<b>Policy #5141.5</b>	<b>Suicide Prevention</b>
<b>Policy #5144.1</b>	<b>Physical Restraint and Seclusion</b>
<b>Policy #5145</b>	<b>Civil and Legal Rights and Responsibilities</b>
<b>Policy #5145.14</b>	<b>On Campus Recruitment</b>
<b>Policy #5145.4</b>	<b>Non-Discrimination</b>
<b>Policy #5145.511</b>	<b>Sexual Abuse, Prevention and Education Program</b>
<b>Policy #5145.6</b>	<b>Student Grievance Procedures</b>
<b>Policy #6115</b>	<b>Ceremonies and Observances</b>
<b>Policy #6141.311</b>	<b>Limited English Proficiency Program</b>
<b>Policy #6141.321</b>	<b>Technology/Internet</b>
<b>Policy #6142.101</b>	<b>Student Wellness Policy</b>
<b>Policy #6146.2</b>	<b>Statewide Proficiency/Mastery Examinations</b>
<b>Policy #6154</b>	<b>Homework</b>
<b>Policy #6159</b>	<b>Special Education Program</b>
<b>Policy #6162.51</b>	<b>Survey of Students (Student Privacy)</b>
<b>Policy #6172.4</b>	<b>Parent &amp; Family Engagement Policy for Title I Students</b>
<b>Policy #6172.41</b>	<b>Title I Programs</b>

All Board of Education policies are available in their entirety from the office of the Superintendent and online at [www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)

# PARENT/TEACHER COMMUNICATION

## WRITTEN COMMUNICATION

Notes between Parents/Guardians and teachers are an effective method of communication. It is important that your note include the full name of your child, the teacher's name, the date, and a detailed message.

## VOICEMAIL

We have a voicemail system for all school staff members. After school hours, the automatic answering system will transfer your call directly to voicemail. You need only enter the first three letters of the name of the person you are calling.

## E-MAIL

A school-wide email system is provided for all staff members. Every staff member's address consists of first initial, last name and the school e-mail address.

EXAMPLE: If you wish to reach a staff member named Mary Smith, you would use the following form of email address: [msmith@marlborough.k12.ct.us](mailto:msmith@marlborough.k12.ct.us)

## WEBSITE

You can visit our school website at [www.marlborough.k12.ct.us](http://www.marlborough.k12.ct.us)  
This site is updated regularly to keep Parents/Guardians informed of important school information and upcoming activities.

# Important Dates to Remember

<p align="center"><b><u>BOARD OF EDUCATION</u></b> <b><u>MEETINGS</u></b> 6:00 p.m. in the School Media Center</p> <p align="center">September 22 October 27 November 17 December 15 January – June TBD</p>	<p align="center"><b><u>SCHOOL ADVISORY COUNCIL</u></b> <b><u>MEETINGS</u></b> 3:30 p.m. in the School Media Center</p> <p align="center">September 22 December 15 January – June TBD</p>	<p align="center"><b><u>PTO</u></b> <b><u>MEETINGS</u></b> 6:30 p.m. in the Steam Room (RM 512)</p> <p align="center">September 14 October 19 November 9 January 18 March 15 April 19 May 17 June 7</p>
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**September** 5 Labor Day - No School  
12 Instrumental Music Night  
13 School Pictures PK-3  
14 School Pictures – Gr 4 – 6  
15 Open House 6pm-7:30pm  
23 Early Closing – PD

**October** 7 PD – No School  
10 Columbus Day – No School  
26 School Picture Retakes

**November** 8 Election Day – No School  
11 Veterans Day – No School  
15 Report Cards Go Home  
16, 17, 18 Parent Teacher Conferences  
23 Early Closing  
24, 25 Thanksgiving – No School

**December** 9 Early Closing – Professional Development  
23 Early Closing  
26-30 School Recess

**January** 2 School Recess  
13 PD Day – No School  
16 MLK Jr. Day – No School

**February** 7 100<sup>th</sup> Day of School  
17 Early Closing- Professional Development  
20, 21 President's Day Recess – No School

**March** 2 Read Across America Day  
21 Report Cards Go Home  
22-23 Parent Teacher Conferences  
24 Professional Development Day – No School

**April** 6 Early Closing - Professional Development  
7 Good Friday – No School  
10-14 School Recess

**May** 26 Early Closing - Professional Development  
29 Memorial Day – No School

**June** 13 Last Day of School – Early Closing

# MARLBOROUGH PUBLIC SCHOOLS 2022-2023 CALENDAR

29 Prof. Development Day  
30 Staff Meeting Day/PD Day  
31 First Day of School

AUGUST 2022					1 . 3
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

FEBRUARY 2023					18 . 18
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17+	
20	21	22	23	24	
27	28				

17 Early Dismissal (PD)  
20 - 21 Presidents' Day Recess

5 Labor Day  
23 Early Dismissal (PD)

SEPTEMBER 2022					21 . 21
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23+	
26	27	28	29	30	

MARCH 2023					22 . 23
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10+	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

10 Early Dismissal (PD)  
22-23 Parent Conferences  
24 Prof. Development Day

7 Prof. Development Day  
10 Columbus Day

OCTOBER 2022					19 . 20
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

APRIL 2023					14 . 14
M	T	W	Th	F	
3	4	5	6+	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

6 Early Dismissal (PD)  
7 Good Friday  
10-14 School Recess

8 Prof. Development Day  
11 Veterans' Day  
16-18 Parent Conferences  
23 Early Dismissal  
24-25 School Recess

NOVEMBER 2022					18 . 19
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

MAY 2023					22 . 22
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26+	
29	30	31			

26 Early Dismissal (PD)  
29 Memorial Day

9 Early Dismissal (PD)  
23 Early Dismissal  
26-30 School Recess

DECEMBER 2022					17 . 17
M	T	W	Th	F	
			1	2	
5	6	7	8	9+	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

JUNE 2023					9 . 9
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

13 Projected Last Day/ Early Dismissal for Students and Staff

*\* Snow or other emergency closing days will be made up at the end of the school year after June 13<sup>th</sup> until reaching 180 school days for students.*

2 School Recess  
13 Prof. Development Day  
16 MLK Jr. Day

JANUARY 2023					19 . 20
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

■ No School  
■ Early Dismissal  
+ Early Dismissal/PD

1<sup>st</sup> Marking Period: August 31<sup>st</sup> – November 4<sup>th</sup>  
2<sup>nd</sup> Marking Period: November 7<sup>th</sup> - March 3<sup>rd</sup>  
3<sup>rd</sup> Marking Period: March 6<sup>th</sup> – June 13<sup>th</sup>  
Parent Conferences: November 16<sup>th</sup>-18<sup>th</sup>  
Parent Conferences: March 22<sup>nd</sup> – 23<sup>rd</sup>

180 Student Days / 186 Teacher Days

BOE Approved: 12/16/2021  
Revised: 04/28/2022