

Connecticut IB Academy

An International Baccalaureate World School®



2022-2023

Parent/Student Handbook

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Ciba.easthartford.org

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EHPS District Parent/Student Handbook

Please note that the EHPS District Parent/Student Handbook and EHPS BOE policies can be found at www.easthartford.org. The following topics (that were previously found in the CIBA Handbook) are addressed in the EHPS district handbook:

Section 1-Introduction	Section 2-School Climate Plan and Bullying	Section 3-Attendance
Superintendent's message	Bullying Harassment/hazing	Absences-Attendance Appointments/Vacations Truancy Leaving School Grounds/ Release of Students from School Early Dismissal Absences and Missed Work Loss of Credit
Section 4-Academics, Promotion, Retention, and Graduation	Section 5-Student Support and Assistance Services	Section 7-Student Education Records
Report Cards and Progress Reports Homework Policy/Make-Up Work EHPS Graduation Requirements Promotion	Discrimination/Equal Opportunity Homebound Instruction Pupil Services Student Based Health Center	FERPA Family Education Rights Confidentiality and Access to Student Records
Section 8-Student Conduct	Section 9-Health and Wellness	Section 10-General Information
Bus Conduct Dress Code Search and Seizure Computer Use Policy	Health Services Administration of Medication Communicable/Infectious Diseases Substance Abuse Reporting of Child Abuse/Neglect	Fire Drills and Emergency Preparedness

In addition, the following topics (that were previously found in the CIBA Handbook) are addressed in the EHPS Student Code of Conduct which is found at www.easthartford.org.

EHPS Student Code of Conduct
Destruction of Personal Property Cheating False Information/Lying Gang Related Behavior Public Displays of Affection Sexting

Table of Contents

Section I: General Information

CIBAMission and Motto.....	5
Principal'sMessage	6
CIBASTaff.....	
7CIBA	Bell
	Schedule
.....	8

Section II: CIBA Expectations for Students, Parents and Faculty

Communication Between Home and School	9
Ways to Be Involved in YOUR CIBA Student's Education	10
The IB Learner Profile	11
CIBA's Holistic Approach to Teaching and Learning: Approaches to Learning..	12

Section III: CIBA Information and Policies

AcademicIntegrity Policy and Academic Malpractice	19
Accountabilities	19
Activities/Clubs.....	19
Athletics-Participation, "C" Rule, and "I" Period.....	20
BulletinBoards/Student Publications.....	22
Bus/Transportation.....	22
Connections.....	24
Counseling Services	24
Dress Code	24
Early Dismissal	26
Electronic Devices.....	27
Examinations (Midterms and Finals, IB).....	28
Free	Breakfast/Lunch
.....	29
Fundraising	29
Gifts.....	29
Grading Policy	29
Inclement Weather.....	30
Incompletes.....	30
International Baccalaureate (IB) Diploma Requirements	30
Lockers.....	31
Lost/Stolen Items.....	31
National Honor Society (NHS).....	31
Parking	
.....	32

Table of Contents (continued)

Parent/Guardian Drop-Off	33
Passport/Passes	33
Program of Studies.....	33
Social Probation	34
Student Assistance Center (SAC).....	34
Study Halls.....	34
Technology	34
Video Surveillance on School Grounds/Buses	35
Visitors.....	35
Website	35
Withdrawal.....	36
Working Papers.....	36

CIBA Mission and Motto

Our Mission

The Connecticut IB Academy promotes **academic excellence** and **social development** through the IB learner profile and rigorous, student-centered learning experiences. By fostering **international mindedness**, students are empowered to consider diverse perspectives and make a difference in the world through **service and action**.

Our Motto

scire non satis est

To Know is Not Enough

While CIBA students are expected to achieve academically at high levels, the motto reflects the IB philosophy that “knowing” is not enough. CIBA students are expected to be positive change makers in our world with the knowledge and academic skills they obtain in their four years at CIBA and beyond

Principal's Message

Dear CIBA Families,

It is with great enthusiasm and pride that I welcome you to the 2022-2023 school year at the Connecticut IB Academy (CIBA), an International Baccalaureate World School®. We continue to strive for excellence to provide a high-quality education for each student to meet the demands of our ever-changing global society.

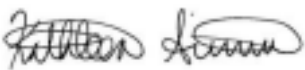
CIBA is unique because of its diversity, numerous accolades, focus on service and the development of each learner, and established traditions. The students, families, and staff are the heart of CIBA. With the support from the EHPS Board of Education members and EHPS Central Office team, CIBA continues to reach new heights. This year CIBA was recognized as the #1 Best High School in Hartford Metro Area and #9 Best High School in Connecticut by U.S. News and World Report based on indicators such as College Readiness, College Curriculum Breadth, Math and Reading Proficiency, Math and Reading Performance, Underserved Student Performance, and Graduation Rate. This distinction is not only a testament to our commitment and dedication to students, but also provides recognition of the efforts from the entire CIBA staff and families.

CIBA was accredited in 2017 to offer the International Baccalaureate Middle Years Programme® (MYP) in grades nine and ten. The MYP ensures that our students are better prepared for the demands of the Diploma Programme® (DP). Our Diploma Programme®, in grades eleven and twelve, was established in 2000. We are currently undergoing IB reauthorization for the MYP and DP to ensure their alignment with IB standards and practices as well as their continual growth and development. The evaluation visit is set to take place this fall.

Please familiarize yourself with the 2022-2023 CIBA Parent/Student Handbook. It is an addendum to the EHPS District Parent/Student Handbook. Please note that as members of the EHPS school community, CIBA students are subject to all of the policies and regulations of the East Hartford Board of Education.

We are excited that you have chosen CIBA and look forward to a successful 2022-2023 school year!

Sincerely,



Kathleen Simoneau
CIBA Principal

CIBA Staff

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Elizabeth Veneziano	On Track Coordinator/Social Worker	veneziano.er@easthartford.org
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Please communicate concerns and feedback to our CIBA school staff. It is our sincere belief that families, students, and staff working together leads to a successful educational experience. Parents who wish to speak to a staff member may call the main office at **860-622-5590** to leave a message for a staff member with the school's executive secretary or

contact the teacher via email.

CIBA Bell Schedule

Full Day Schedule: Arrive no later than 7:25 AM (first bell) – Dismissal at 3:00 PM

FULL DAY		CONNECTIONS	
PERIOD	TIMES	PERIOD	TIMES
A	7:30 – 8:16	A	7:30 – 8:13
B	8:20 – 9:06	B	8:16 – 9:00
C	9:10 – 9:56	<i>Connections</i>	<i>9:04 - 9:29</i>
D	10:00 – 10:46 (L)	C	9:33 – 10:16
E	10:51 – 11:37 (L)	D	10:20 – 11:02 (L)
F	11:42 - 12:28 (L)	E	11:07 – 11:49 (L)
G	12:33 - 1:19 (L)	F	11:54 - 12:36 (L)
H	1:24 - 2:10	G	12:41 – 1:23 (L)
I	2:14 – 3:00	H	1:28 – 2:10
		I	2:14 – 3:00

Shortened Day Schedule: 7:25 AM (first bell) - 12:10 PM

Two Hour Delay: 9:25 AM (first bell) - 3:00 PM

TWO HOUR DELAY		EARLY DISMISSAL - ½ day	
PERIOD	TIMES	PERIOD	TIMES
A	9:30 – 10:05	A	7:30-8:05
B	10:09 – 10:40	B	8:09-8:40
C	10:44 – 11:15	C	8:44 – 9:15
D	11:19 -11:50 (L)*	D	9:19 – 9:50 (L)*
E	11:54-12:25 (L)*	E	9:54 – 10:25 (L)*
F	12:29-1:00 (L)*	F	10:29 – 11:00 (L)*
G	1:04 – 1:35 (L)*	G	11:04-11:35 (L)*
H	1:39 – 2:10	H	11:39-12:10
I	2:14 – 3:00	<i>There is no I period on early dismissal days.</i>	
<i>*Students will have a shortened lunch break.</i>		<i>*Students will have a shortened lunch break.</i>	

Communication Between Home and School

We believe that frequent, proactive, and respectful communication between home and school is a critical component of our school culture and ultimately contributes to student success. The following list describes established methods by which we communicate with our families:

- **Parent Square-** This platform is utilized to email parents and guardians important information. It is critical that you provide CIBA with your current email address and notify the main office at (860) 622-5590 of any changes immediately or update it in PowerSchool. Report cards/progress reports are sent quarterly through this system.
- **Emails-** Individual emails are frequently used by teachers and administration to convey important information regarding your student.
- **Telephone Calls-** Teachers contact parents and guardians with any kind of information – congratulations, celebrations or concerns. We also use an automated phone messaging system through School Messenger at times. It is very important that we have your current phone numbers (home, work, and cell) at all times. Call the main office immediately at (860) 622-5590 as necessary with any updates pertaining to your contact information or update it in PowerSchool.
- **Mail-** At times we mail important information home such as attendance or loss of credit letters. Please read through all mail that comes from CIBA carefully and respond as indicated. Contact EHPS Central Registration at (860) 622-5967, (860) 622-5968, or (860) 622-5969 as necessary with any updates pertaining to your home address.
- **Postcards-** We send “*Good News from CIBA*” postcards home to celebrate your student’s achievements. They are personalized to your student.
- **CIBA Website-** Please check the CIBA website at ciba.easthartford.org to find a variety of important information.
- **The Phoenix Flyer Newsletter-** This newsletter is sent to CIBA families electronically on a monthly basis. It will provide an overview of the month’s events and a description of any upcoming or ongoing events at CIBA.
- **PowerSchool-** PowerSchool is utilized for attendance and recording/reporting of student grades. Students and families can use PowerSchool to see what assignments have been submitted and the grades that have been earned. Report cards and transcripts are also produced using this platform.
- **ManageBac-** ManageBac is utilized for IB requirements such as Service as Action (SA) and Personal Project (PP) in the MYP and Creativity, Activity, Service (CAS) and Extended Essay (EE) in the DP. Students log in their service experiences and reflect upon their learning outcomes. They can also upload their MYP and DP requirements to this platform.
- **Naviance-** Naviance is the on-line college and career preparation platform that all of our students use beginning in grade 9. By the time they are in grade 11, they will have researched colleges, begun their college essays, completed their resumes, and are prepared to apply for college.
- **Google Classroom-** Google Classroom is used to post instructional materials such as assignments/due dates, instructions, notes, websites, and tutorials. Students and families can view the assignments for each class and expectations. Google Classroom is also utilized to share information about school events and news with students. The parent portal on Google Classroom allows parents to receive daily or weekly updates about student assignments. Parents/guardians who have already signed up for these updates do not need to sign up again. Email invitations will be sent to all other parents/guardians within the first month of school.
- **Parent Advisory Council (PAC) meetings-** The PAC’s mission is to support the CIBA community. It is an opportunity for all parents/guardians to participate in the CIBA community. To this end, the PAC holds monthly meetings to serve as a vehicle of communication between all CIBA stakeholders.
- **School Events-** School events, many of them facilitated by the Student Advisory Board (SAB), provide students and their families with opportunities to build relationships with members of the CIBA family,

celebrate student achievements, and have fun!

- **Other Social Media-** Other social media such as Facebook, Remind, Instagram, etc. are utilized by the school and/or CIBA PAC to communicate special events occurring at CIBA.

Ways to Be Involved in YOUR CIBA Student's Education

In addition to the methods listed above, we encourage parents and guardians to become involved in their CIBA student's education by:

1. Communicating the importance of education.
2. Joining the PAC.
3. Contacting CIBA staff through email or by phone.
4. Volunteering.
5. Checking in through PowerSchool, Google Classroom and ManageBac.
6. Attending school events.
7. Asking your student about school (academic performance, social life, school events, etc.)
8. Learning about our IB programmes and philosophy.

It is expected that all parents and guardians provide CIBA with current and accurate contact information. If you are updating your phone number/email address, please contact Ms. Colonna at 860-622-5590 or update it in the parent portal in PowerSchool. If you are updating your mailing address, please contact EHPS Central Registration:

860-622- 5967/5968/5969. Thank you in advance!

The IB Learner Profile®

“The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them ... The profile aims to develop learners who are: Inquirers; Knowledgeable; Thinkers; Communicators; Principled; Open-minded; Caring; Risk-takers; Balanced and Reflective.” (<https://www.ibo.org/en/benefits/learner-profile/>)

The learner profile is comprised of the 10 following attributes:

Inquirers- We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable- We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers- We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators- We express ourselves confidently and creatively in more than one language and in many ways. We collaborate reflectively, listening carefully to the perspectives of other individuals and groups.

Principled- We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring- We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers- We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced- We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective- We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

CIBA's Holistic Approach to Teaching and Learning: Approaches to Learning

The Connecticut IB Academy's philosophy of teaching and learning, including both academic and social learning, aligns with the approaches supported by recent research on best practices in education and advocated by the International Baccalaureate.

In addition to a well-defined curricular model, and the IB Learner Profile, the International Baccalaureate has a strong "skills for success" component that it calls "Approaches to Learning" (ATLs). The ATLs are grouped in five major categories: communication, social, self-management, research, and thinking which are outlined below:

COMMUNICATION	
Communication skills	Exchanging thoughts, messages and information effectively through interaction
Inquiry focus: How can students communicate through interaction?	Give and receive meaningful feedback
	Use intercultural understanding to interpret communication
	Use a variety of speaking techniques to communicate with a variety of audiences
	Use appropriate forms of writing for different purposes and audiences
	Use a variety of media to communicate with a range of audiences
	Interpret and use effectively modes of non-verbal communication
	Negotiate ideas and knowledge with peers and teachers
	Participate in, and contribute to, digital social media networks
	Collaborate with peers and experts using a variety of digital environments and media
	Share ideas with multiple audiences using a variety of digital environments and media
How can students demonstrate communication through language?	Reading, writing and using language to gather and communicate information
	Read critically and for comprehension
	Read a variety of sources for information and for pleasure
	Make inferences and draw conclusions
	Use and interpret a range of discipline-specific terms and symbols
	Write and for different purposes
	Understand and use mathematical notation
	Paraphrase accurately and concisely
	Preview and skim texts to build understanding
	Take effective notes in class

	Make effective summary notes for studying
	Use a variety of organizers for academic writing tasks
	Find information for disciplinary and interdisciplinary inquiries, using a variety of media
	Organize and depict information logically
	Structure information in summaries, essays and reports
	Understand and implement intellectual property rights
	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
	Identify primary and secondary sources

SOCIAL	
II Collaboration skills	Working effectively with others
How can students collaborate?	Use social media networks appropriately to build and develop relationships
	Practice empathy

	Delegate and share responsibility for decision-making
	Help others to succeed
	Take responsibility for one's own actions
	Manage and resolve conflict and work collaboratively in teams
	Build consensus
	Make fair and equitable decisions
	Listen actively to other perspectives and ideas
	Negotiate effectively
	Encourage others to contribute
	Exercise leadership and take on a variety of roles within groups
	Give and receive meaningful feedback
	Advocate for your own rights and needs

SELF MANAGEMENT		
III Organization skills	Managing time and tasks effectively	
How can students demonstrate organization skills?	Plan short and long term assignments; meet deadlines	
	Create plans to prepare for summative assessments (examinations and performances)	
	Keep and use a weekly planner for assignments	
	Set goals that challenging and realistic	
	Plan strategies and take action to achieve personal and academic goals	
	Bring necessary equipment and supplies to class	
	Keep an organized and logical system of information files/notebooks	
	Use appropriate strategies for organizing complex information	
	Understand and use sensory learning preferences (learning styles)	
	Select and use technology effectively and productively	
IV Affective skills	Managing state of mind	
How can students manage their own state of mind?	Mindfulness	Practice focus and concentration Practice strategies to develop mental quiet Practice strategies to overcome distractions
	Perseverance	Demonstrate persistence and perseverance Practice delaying
	Emotional management	Practice strategies to overcome impulsiveness and anger Practice strategies to prevent and eliminate bullying Practice strategies to reduce anxiety Practice being aware of mind-body connections
	Self-motivation	Practice analyzing and attributing causes for failure Practice managing self-talk Practice positive thinking
	Resilience	Practice 'bouncing back' after adversity, mistakes and failures Practice 'failing well' Practice dealing with disappointment and unmet expectations Practice dealing with change
V. Reflection	(Re)-Considering what has been learned; choosing and using ATL skills	
How can students be	Develop new skills, techniques and strategies for effective learning	
reflective?	Identify strengths and weaknesses of personal learning strategies (self-assessment)	
	Demonstrate flexibility in the selection and use of learning strategies	

	Try new approaches to learning and evaluate their effectiveness
	Consider content (What did I learn about today? What don't I understand yet? What questions do I have now?)
	Consider ATL skills development (What can already do? How can I share my skills to help peers who need more practice? What will I work on next?)
	Consider personal learning strategies (<i>How efficiently and effectively am I learning? What can I do to become a more efficient and effective learner? How can my understanding of personal strengths and weaknesses help me develop my own strategies for learning?</i>)
	Consider ethical, cultural and environmental implications
	Keep a journal to record reflections

RESEARCH	
VI Information literacy	Finding, interpreting, judging and creating information
How can students demonstrate information literacy?	Collect, record and verify data
	Access information to be informed and inform others
	Make connections between various sources of information
	Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
	Use memory techniques to develop long term memory
	Present information in a variety of formats and platforms
	Collect and analyze data to identify solutions and/or make informed decisions
	Process data and report results
	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
VII Media literacy	Interacting with media to use and create ideas and information
How can students demonstrate media literacy?	Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media [including digital social media and online networks]
	Demonstrate awareness of media interpretations of events and ideas [including digital social media]
	Make informed choices about personal viewing experiences
	Understand the impact of media representations and modes of presentation
	Seek a range of perspectives from multiple and varied sources

	Communicate information and ideas effectively to multiple audiences using a variety of media and formats
	Compare, contrast and draw connections among (multi)media resources

THINKING	
VIII Critical thinking	Analyzing and evaluating issues and ideas
How can students think critically?	Practice observing carefully in order to recognize problems
	Gather and organize relevant information to formulate an argument
	Recognize unstated assumptions and bias
	Interpret data
	Evaluate evidence and arguments
	Recognize and evaluate propositions
	Draw reasonable conclusions and generalizations
	Test generalizations and conclusions
	Revise understanding based on new information and evidence
	Evaluate and manage risk
	Formulate factual, topical, conceptual and debatable questions
	Consider ideas from multiple perspectives

	Develop contrary or opposing arguments
	Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
	Propose and evaluate a variety of solutions
	Identify obstacles and challenges
	Use models and simulations to explore complex systems and issues
	Identify trends and forecast possibilities
	Troubleshoot systems and applications
IX Creativity and innovation	The skills of invention – developing things and ideas that never existed before
How can students be creative?	Use brainstorming and mind mapping to generate new ideas and inquiries
	Consider multiple alternatives, including those that might be unlikely or impossible

	Create novel solutions to complex problems
	Use lateral thinking to make unexpected connections
	Design improvements to existing machines, media and technologies
	Design new machines, media and technologies
	Make guesses and generate testable hypotheses
	Apply existing knowledge to generate new ideas, products or processes
	Create original works and ideas
	Practice flexible thinking – arguing both sides of an argument
	Use visible thinking strategies and techniques
X Transfer	Utilizing skills and knowledge in multiple contexts
How can students transfer skills and knowledge among disciplines and subject groups?	Utilize effective learning strategies in subject groups and disciplines
	Apply skills and knowledge in unfamiliar situations
	Inquire in different contexts to gain a different perspective
	Compare conceptual understanding across multiple subject groups and disciplines
	Make connections between subject groups and disciplines
	Combine knowledge, understanding and skills to create products or solutions
	Transfer current knowledge to learning of new technologies (6d)
	Apply skills and knowledge in unfamiliar situations

The ATLs are the road map to assisting students to fully exemplify the IB Learner Profile and as such, must be explicitly taught, reinforced and practiced in each year of the IB Programmes. Providing opportunities to apply the ATLs must be a part of the regular instructional practices of classroom teachers as the ATL skills help students master the content. ATLs can also be used as the framework for instructional and behavioral interventions in IB schools. If implemented thoroughly and meaningfully, the International Baccalaureate ATLs are meant to “encourage non-cognitive skill development to improve student academic and behavioral outcomes.” (Federal Register 2015)

To this end, students are guided in their studies throughout both the MYP and DP by the ATLs to develop necessary social, academic and personal skills for success. Teaching and learning at CIBA are centered on the student’s exploration of the world around them through the various disciplines and through interdisciplinary study. Students and teachers work together to construct meaning through deep conceptual understanding in each subject area. As students explore the academic realm, they are also explicitly taught the ATLs. It is imperative that these be taught simultaneously so that students develop a holistic approach to their own social, academic and personal learning. At CIBA, we believe that all of our students will have increasing success as they develop the ATLs and “learn how to learn”.

Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing effective and metacognitive skills, and about encouraging students to view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65). By developing ATL skills and the attributes of the learner profile, MYP and DP students can become "self-regulated learners" (Kaplan 1998). Self-regulated learners have the ability to set learning goals, ask good questions, generate motivation and perseverance, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning processes where necessary (Zimmerman and Schunk 1989, de Bruin et al. 2011, Wolters 2011). All of these skills are essential for career and college readiness.

At CIBA we have implemented the ATLs as the CIBA CReSTS (see below). CIBA's CReSTS provide a common language that students and teachers can use to reflect on and articulate the process of learning (*MYP: From Principles into Practice*, IBO, 2015).

	STUDENTS	FACULTY/STAFF
C COMMUNICATION	We communicate respectfully and effectively.	We communicate frequently and proactively with students and families about student academic and behavioral performance in a culturally responsive and timely manner.
Re RESEARCH	We use media and technology ethically and responsibly. We create and innovate based on research.	We participate actively in professional learning. We model safe, ethical use of information and technology. We take steps to prevent the misuse of technology.
S SOCIAL	We collaborate with others showing empathy and respect.	We collaborate with colleagues on an ongoing basis to synthesize and analyze data to improve student learning.
T THINKING	We analyze and evaluate issues and ideas and consider various perspectives.	We engage in ongoing reflection and self evaluation to engage with colleagues to improve professional practice.
S SELF-MANAGEMENT	We plan and keep ourselves organized. We reflect on our actions and our work.	We provide accurate, fair and specific feedback to our students in a timely fashion. We continually reflect upon our practice and adjust our instruction to meet students' needs.

SECTION III: CIBA Information and Policies

ACADEMIC INTEGRITY POLICY AND ACADEMIC MALPRACTICE (EHBOE 5121.3)

Academic malpractice is not tolerated at CIBA. It includes, but is not limited to plagiarism, fabrication, cheating, falsification, forgery, multiple submissions and/or collusion. Students should not share work with one another except when collaboration is permitted such as during group projects. Academic malpractice may also include the misuse of any of CIBA's information technology or print resources. For more information, please see CIBA's Academic Integrity Policy on ciba.easthartford.org under About Us-IB Academics-IB Policies and the Technology section of this handbook.

ACCOUNTABILITIES (EHBOE 6161.21)

Students are issued various materials throughout the academic year for instructional purposes for which they are held responsible. These materials should be returned in the condition that they were when they were distributed. In the event that any of the materials are defaced or lost, the student will be issued an accountability slip that states the required payment (cash, certified check, or money order only) in lieu of the material issued. **Students should not share textbooks, library books, lockers, electronic equipment issued by CIBA, etc. with others.** The student who was issued the school's property is the one that is responsible for it.

A student who has lost a textbook will not be issued another until the accountability has been paid, but a textbook may be made available to use at school. A student who has broken or damaged the school issued computer, through negligence or loaning it to another student, shall not be issued a new computer until accountabilities have been cleared. Accountabilities for sports equipment must be resolved before any new sports equipment may be issued, regardless of season. Students who sign up for and do not complete a Pamoja course or any IB assessment will be charged for the full cost of the course and assessment as an accountability. In the event of transfer to another school, students are required to return all school materials that have been issued to them to their teachers to avoid any accountabilities. No official records will be sent to the transfer school until all items have been returned or the money owed is paid in full. In addition, any student who has an unpaid accountability is ineligible to participate in school activities or attend school-sponsored events including, but not limited to, athletic, non-athletic, clubs, dances, field trips, graduation, etc. Students are required to maintain all receipts for all returned materials.

ACTIVITIES/CLUBS (EHBOE 6145)

CIBA encourages all students to participate in after school activities. It is our belief that through involvement and participation in our school culture through clubs and events, our students will become active, informed and successful members of our community. Participation in activities is also beneficial when applying for colleges and universities as well as the National Honors Society. Please encourage your CIBA student to get involved!

The following are the requirements for activities/clubs:

- A club must be approved in accordance with established criteria by the Principal of CIBA before it can be recognized as a school group and be given use of school facilities.
- Membership in a club is open to all students except where the purpose of the club requires specific qualifications.
- All clubs must maintain student membership. Clubs that do not have regular attendance may be disbanded.
- The club must have a faculty advisor selected and approved according to agreed-upon procedures. Club activities will not be permitted until a faculty advisor has been selected. 5. Meetings and activities must be established early in the school year with the advisor and must meet regularly.
- School groups, either continuing or ad hoc, are not permitted to use the school name in participating in activities outside the school, unless prior permission has been granted by the designated school official.
- SAB Officers, NHS Officers, class officers and all participants must adhere to the academic requirements as set forth by the C.I.A.C. and the East Hartford Board of Education "C" rule and be free of accountabilities.
- SAB representatives must meet the requirements of the SAB Constitution.
- Students may not participate in any school activities the day(s) a suspension is assigned or is served.

ATHLETICS-PARTICIPATION, "C" RULE, AND "I" PERIOD

Participation

CIBA supports student involvement within the community and culture of the school in order for students to build social relationships, discover interests/talents, and have a healthy, balanced life. In order to provide opportunities for all students to be involved, East Hartford High School (EHHS) offers a comprehensive list of sports and extracurricular activities that are available for all CIBA students. For more information regarding the athletics at EHHS, please visit the EHHS website.

Students who participate in any sport or extracurricular activity are subject to the same rules of behavior that exist during the regular school day. Additionally, in order to attend a school sponsored event, a student must have been in attendance at school for at least 4 full periods on the day of that event.

"C" Rule (EHBOE 6145a)

Students must maintain a GPA of **1.7 or higher** in order to be eligible for participation in extracurricular activities or sports.

"I" Period (Athletics or Music) Procedure

At the beginning of the season:

Students must provide their "I" period teacher with a written schedule of games and sectionals as soon as they receive it.

The day before:

- Students are strongly encouraged to obtain a pass from their coach to show the date and time of the requested early dismissal. In the case of music sectionals, a pass indicating the date and time of the sectional from the music teacher would be preferred. This facilitates clear communication between all parties involved.
- Students must remind AND obtain permission from their "I" period teacher of the class that will be missed at least **one day in advance**. Students should not assume that permission will be granted. Students should show their "I" period teacher the pass obtained from their coach/music teacher if they obtained one.
- Prior to the absence from class, students are responsible for handing in any work due so that it is handed in early/on time.

The day of:

- Students must remain in class until they are required to leave (unless the entire class is being missed) and show the pass from their coach/music if they obtained one before being dismissed.
- When students leave prior to dismissal at 3:00 PM, students must sign out in the main office before they leave CIBA, show the pass from their coach/music teacher if they obtained one, and report immediately to EHHS. Students are not permitted to loiter in the locker pods or change at CIBA. Note that all students must sign themselves out in the main office. Students are not permitted to sign out their peers for safety purposes. If the student returns the same day before dismissal, then they must sign back in at the CIBA main office upon their return.
- If the game/meet/sectional is canceled or if the student misses the bus, the student **MUST** sign back into the CIBA main office and report to "I" period class immediately. Students are not permitted to go to practice early in these instances.
- Students are responsible for any material, activities, and assignments conducted in class during the absence. Due dates for all assignments still apply unless otherwise agreed upon between the teacher and student.

Band and Orchestra: Band and orchestra students are required to complete 3 sectionals per quarter. Students are encouraged to use study hall and lunch periods to schedule their sectionals ahead of time with their teacher instead of missing "I" period class. Students may miss 1 "I" period class per quarter if necessary by obtaining permission from the "I" period teacher following the procedure outlined above.

Sports: Students may miss class for meets/games, **but not for practice or meetings**. Students can coordinate with coaches before meetings to obtain the necessary information needed or schedule an alternate time to meet. Try-outs/orientations are to be permitted at the discretion of the "I" period teacher. Academic standing and timeliness of the request will be considered.

BULLETIN BOARDS/STUDENT PUBLICATIONS (EHBOE 6145.3)

CIBA bulletin boards are used to enhance the school environment, build international mindedness, and promote positive messages to the entire CIBA community. Various bulletin boards may be assigned to grade levels and organizations. The bulletin boards throughout the building may be used only with administration consent and anything that is posted (ex. posters/signage) in any area of the school building must be approved by school administration prior to being displayed. This includes the CIBA Culture Curve in the rotunda as well as any distribution of materials and information (flyers, advertisements, etc.).

Students have the right to distribute and possess any form of literature, including, but not limited to, newspapers, magazines, leaflets and pamphlets. This right is, however, subject to limitation in accordance with the standards of responsible journalism and in consideration of the welfare and rights of the entire school community. The right of distribution will extend to school grounds and buildings, unless it is denied on any of the grounds set forth below. Any such literature which a student wishes to distribute (including sending an email or Google form to the school/grade level through the school email) will first be submitted to the principal for approval. The principal may deny approval to any such literature, the content or distribution of which is reasonably determined:

- Would cause a substantial disruption or interference with school activities or the educational process.
- Is patently offensive to a substantial portion of the school community.
- Is or tends to be injurious to the reputation of any persons and is false, misleading, or unreasonably critical.

BUS/TRANSPORTATION(EHBOE 5131.1)

All CIBA Students

All CIBA students should arrive at their bus stop 10 minutes before the scheduled pickup time. For dismissal, buses will leave five minutes after dismissal time (3:05 PM on full days/two hour delays and 12:15 PM on early dismissal days). When the bell rings for dismissal, students should gather their belongings in their lockers and board their buses immediately following the dismissal procedure. Students are not allowed to loiter on school property. Buses will not be called back for students who miss their bus. Students who miss the bus will need to find alternate transportation home, however, please note that 5 minutes is a sufficient amount of time for dismissal given the small size of the school.

It is important to note that the school building closes daily at 3:30 PM. As long as an administrator is at school, students are permitted to wait in the rotunda. When administration is not present, students have the option to wait in the EHHS lobby where there is a security guard present or outside because students cannot stay in the school building unsupervised for safety reasons. Note that students who are staying after school after 3:30 PM for an evening event must obtain permission from administration prior to the event.

East Hartford Residents

Students who are East Hartford residents and live outside the two-mile walk zone are transported by DATTCO buses contracted by East Hartford Public Schools. The phone number for information regarding East Hartford buses is 860-904-9783. Students ride the same bus as the East Hartford High School students to school each morning and in the afternoon only on days when CIBA and East Hartford are dismissed at the same time (early dismissal, exam days, etc.). There is a late bus every day for student athletes who are East Hartford residents at 5:40 PM. On regular days due to the extended day at CIBA, separate DATTCO buses pick up students who are East Hartford Residents at CIBA after school. For more information about East Hartford buses/transportation, please see section 8 in the EHPS District Parent/Student Handbook.

Students within the RSCO Transportation Zone

CIBA students who reside outside of East Hartford, but inside the RSCO Transportation Zone (see map below), are transported by buses scheduled and managed by RSCO Transportation. Please contact RSCO Transportation at 860-524-4077 or visit their [website](#) for more information.

THE RSCO TRANSPORTATION ZONE



Temporary Change of Bus or Stop

If a student wishes to ride a different bus or embark/disembark at a different stop for a single occasion or a temporary situation, the procedure below must be followed:

1. **At least one day before the requested change**, the student must bring a written note to the main office signed and dated by the parent or guardian with the following information: the current bus number and stop location, the temporary bus and/or stop requested, and the date(s) that this request is for. Having the note does not guarantee that the bus or stop change will be approved by the bus company.
2. The office will fax the note to the bus company for approval and **the final decision is up to the bus company**. Administration at CIBA cannot overrule the bus company's decision.
3. If the request is approved, we will provide a pass for the date(s) requested. If the request is denied, we will inform the student.

CONNECTIONS

Connections is a 25-minute period every Friday for relationship/community building and events that support the school's mission. Depending on the purpose, students meet in grade level small groups, mixed grade level small groups, with their entire grade level for grade-specific information, or as a whole school for presentations, guest speakers, or celebrations. Activities are facilitated by CIBA students and staff.

COUNSELING SERVICES

Counseling services are available to CIBA students. These services include individual counseling regarding personal, academic, or college/career goals. Appointments may be made with a CIBA school counselor during the student's study hall/lunch time. Requests for services may be initiated by the student or counselor, and may also be requested by a parent, teacher, or administrator.

DRESS CODE (EHBOE 5132a)

CIBA's Dress Code policy is in accordance with the regulations set forth by the EHPS BOE. For more information regarding the EHPS dress code, please refer to section 8 in the EHPS district Parent/Student Handbook on the EHPS website.

RATIONALE:

CIBA's Dress Code Policy was established and is enforced for the following reasons:

- To maintain an environment conducive to the educational process
- To promote academic excellence by reducing distractions and focusing on learning
- To demonstrate school pride and a sense of community
- To prepare students for future roles in the professional workplace
- To ensure school safety

PARENT SUPPORT:

(EHBOE 5132a) EHHS Uniform policy is in accordance with the regulations set forth by the EHPS BOE. As stated in EHBOE 5132a, "It is the responsibility of parents to ensure that their children's dress conforms to requirements set forth below." For more information regarding the EHPS dress code, please refer to section 8 in the EHPS district Parent/Student Handbook

DAILY EXPECTATIONS OF STUDENTS:

TOPS: All tops must be purchased from approved vendors or be CIBA/EHHS issued and approved.

- Short or long sleeve polo or tee shirts with school logo
- Short or long sleeve white oxford shirts with school logo, worn with or without a vendor approved tie
- Other available options include: cardigan sweater, sweatshirt, sweater vest, fleece or blazer jacket
- All tops must be labeled with the school's logo or name. All layers.
- All outerwear must be stored in lockers from 7:25 AM-3:00 PM. No items considered outerwear may be carried, worn, or kept in the classroom during school hours.

BOTTOMS:

- Pants, or sweatpants in solid black, gray, or tan, sized to fit the student, must be worn.
- Capris or shorts in solid black, gray or tan sized to fit the student
- Skirts/Shorts in solid black, gray or tan that are no shorter than three inches above the knee.
- Bottoms that reveal any portion of the torso or undergarments, or that are too tight are unacceptable.

SHOES: Footwear that marks the floors or is a safety hazard are prohibited.

ALL CIBA – ALL THE TIME

School approved TOPS that are polos, zip-ups, fleece, sweatshirts (with or without hoods) and dry-fit & tee-shirt styles upon approval by Administration can be worn on a daily basis. All layers of TOPS worn must be CIBA/EHHS athletics and or activities. The CT IB Academy has tremendous pride and spirit. In order to continue to build our school spirit and maintain a positive learning environment. Students are allowed to show their school pride by being allowed to wear TOPS that support East Hartford Athletics/Music/CIBA activities.

COMPLIANCE: The school principal or designee(s) shall make the final determination on whether a student is complying to the school uniform policy. Students in violation of the school uniform will be sent to correct the violation in the main office by the staff member that identifies an individual out of his/her acceptable uniform. The student will be provided with an opportunity to correct the violation and return to class after the violation is recorded by the main office. Pending the number of violations, progressive discipline will apply (see below).

COMMUNICATION AND FOLLOW UP:

Each violation will be tracked on the appropriate spreadsheet in google docs. At the end of each day, the main office secretary will log the violation in PS log entries. The Principal and support staff will identify specific needs for interventions, parent contact, and/or discipline depending on the frequency of the infraction. Students will be issued an accountability for each item they borrow from the main office until it is returned.

PROGRESSIVE DISCIPLINE:

1st Time: Student Warning

2nd Time: Student Warning

3rd Time: Student Warning, Phone Call Home by support staff.

4th Time: Student Warning, Phone Call Home by support staff.

5th Time: Student Warning, Phone Call Home by the main office.

6th Time: Discipline for "Insubordination" Parent Meeting with CIBA admin and staff.

Field Trips (EHBOE 6153)

Students represent CIBA on field trips. Students are required to comply with the school uniform on field trips unless otherwise determined by the principal or designee(s). Students who are not dressed appropriately may not be able to attend and they will not be reimbursed for any costs associated with the trip.

Game Days

CIBA athletes have the option to wear school approved athletic team. All other communication regarding athletic dress will come from the Athletic Director at EHHS/Administration.

EARLY DISMISSAL (EHBOE 6113)

Daily, After "H" period

Students who have early dismissal daily (as indicated on their class schedule) must obtain permission from their parent/guardian and CIBA administration. After permission is granted, they must sign out in the CIBA main office **daily** and leave immediately after "H" period. Students who have early dismissal but do not leave immediately because they are waiting for a ride or staying for an afterschool event or activity must report to the study hall to which they have been assigned. Students may not loiter in the rotunda or anywhere on school grounds. Failure to abide by this policy may lead to revoking the early dismissal privilege.

Due to Illness

Students may not, for any reason, call a parent/guardian from school to be dismissed early due to illness. The student must go to the nurse who will determine whether or not a student should be dismissed early from school. Students must be picked up by a parent/guardian or adult that is listed in PowerSchool as having permission to pick the student up from school. The adult must show proper identification.

ELECTRONIC DEVICES (EHBOE 5131.82)

EHHS Electronic Device policy is in accordance with the regulations set forth by the EHPS BOE. As defined by the EHPS BOE policy, “Electronic devices include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet.” Please note that the school district shall not be responsible for the loss, damage, or misuse of any electronic device.

Research and Support:

Increasing studies are warning about the dangers of electronic devices, particularly cell phones, as they relate to an increase of bullying, mental health concerns, and addiction.

- According to www.bullyingstatistics.org, “Many kids get cell phones when they are in middle school, which is when bullying, including text bullying, is most common. Approximately 9 out of 10 teens have a cell phone, and about 1 in 5 will be victims of a text bully. About 1 in 10 teens engage in text bullying. Bullying via text messaging has become more common than traditional bullying, especially among girls...Text bullying can have many negative repercussions for the victim including depression, anxiety, social withdrawal, violence, and suicide.” In addition, studies have shown that the occurrences of cyberbullying have risen with the number of hours a day that students have access to cyberspace.
- https://www.common sense media.org/sites/default/files/research/report/8-18-census-integrated-report-final-web_0.pdf

Click on the link above to see the full report “The Common Sense Census: Media Use by Tweens and Teens, 2021 for some information on how teens use digital media – the good and the bad.

Phones:

Students may possess electronic devices on school property, as long as devices are not activated and not visible during the school day, or inside the school buildings. Except as specifically permitted by the administration, or an authorized designee of the district, students may only activate such devices for any reason (including texting) outside the school buildings before or after the school day. In addition, use of any electronic devices on school buses which cause a distraction or create safety concerns is prohibited. The school district shall not be responsible for the loss, damage or misuse of any electronic device.

Ear Buds, Head Phones, Ear Phones:

Students are not allowed to use ear buds, head phones, or ear phones during the school day, except when used for instructional purposes. Students must have these items put away and not visible. The school district shall not be responsible for the loss, damage or misuse of any electronic device. Students who are found to be in violation of this policy will be subject to discipline in accordance with the Student-Parent Handbook.

Compliance:

A cell phone or electronic device that is visible, audible or in use between 7:25 AM and 3:00 PM will be turned into the administrator or main office staff.. The cell phone or electronic device (including headphones/earbuds) will be returned at the end of the day and the progressive discipline guidelines will be followed as indicated below:

1st Time: Student Warning & Device Returned at the end of the Student School Day	4th Time: Student Warning, Device Returned at the end of the Student School Day & Phone Call Home by Support Staff
2nd Time: Student Warning & Device Returned at the end of the Student School Day.	5th Time: Student Warning, Device Returned at the end of the Student School Day & Phone Call Home by Admin
3rd Time: Student Warning & Device Returned at the end of the Student School Day & Phone Call Home.	6th Time: Discipline for “Insubordination” & Parent Meeting Additional Repeated Offenses will result in Intervention/Discipline by Admin

**At any time a student refuses to give the device to administration, the student will be deemed “insubordinate” according to the EHPS Code of Conduct and may be subject to disciplinary action.*

Communication During the School Day:

Please note that if students need to contact a family member during the school day, then they can come to the main office to obtain permission and either use the school phone or their personal cell phone in the main office. If parents/guardians need to contact their CIBA student, then they must call the main office at (860) 622-5590. The main office staff will either communicate the message to your CIBA student or have them return your call immediately.

EXAMINATIONS**Midterms and Finals**

An examination schedule will be emailed at least one week before the midterms and final exams are administered. Students are required to attend all periods that they have an exam scheduled. Students do not need to be in school if they do not have an examination. All students take midterms. Final exams are mandatory for all students except seniors with an A average in full year courses. Any student who does not take the midterm/final examination when required to do so will receive a zero (0) for the exam and may receive an “incomplete” on their transcript. If a student is absent from an exam, the student must provide the CIBA main office with a written excuse for an illness or emergency. The student must also notify the teacher. It is the student’s responsibility to reschedule the exam during the week of exams with the teacher. This communication should occur as soon as the student is aware that they will not be present when the exam is being administered.

IB

As an International Baccalaureate (IB) magnet school, ALL students are expected to fully participate in both the MYP and DP and their requirements. For example, all MYP students are expected to complete Service as Action (SA) and all sophomores are expected to complete the Personal Project (PP) in MYP 5. In the DP, all juniors and seniors are expected to be candidates for the full IB diploma and thus take the required IB courses (See section on IB Diploma Requirements for more specific information). Therefore, students may not substitute non-IB courses in their

schedule. Moreover, all seniors are expected to register for and take all six IB exams in May, for which CIBA pays. Students will be registered for the exams no later than the fall of their senior year. Students who fail to complete and/or submit the required exam components on time (internal assessments and external assessments) must reimburse CIBA for the cost of the exam(s). This will become an accountability until it is paid in full. Any student who does not wish to pursue the full IB diploma due to extenuating circumstances must request a meeting with administration before the registration period for IB exams. A meeting with administration, the guidance counselor, and a parent/guardian must occur in which the student presents documentation and rationale regarding extenuating circumstances that prevent participating as a full diploma candidate. The team must come to a consensus about this decision. If it is determined that it is not in the student's best interest to be a candidate for the full IB diploma, then an alternate plan will be created. It is possible that the student may satisfy some of the IB requirements. No requests will be honored after students are registered for IB exams.

FREE BREAKFAST/LUNCH (EHBOE 6142.101a)

Effective June 18, 2018 students attending East Hartford Public Schools will participate in the Community Eligibility Provision (CEP) and will receive free school meals through the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Household applications for Free/Reduced meals are eliminated. Breakfast is offered at CIBA from 7-7:25 AM. Lunch is served in the CIBA cafeteria daily unless otherwise noted (for example, on exam days). Students are not allowed to leave school grounds at any time to eat lunch, take food and drink out of the cafeteria (unless they have obtained permission from a staff member), or order outside food to be delivered to school. Students who do not have lunch in their schedules will follow the designated procedure. Lunch is offered at CIBA during periods D, E, F, and G. If students choose to purchase additional food or drinks, then they must pay the balance at the time of purchase. Parents/guardians also have the option to prepay and add money to their CIBA student's meal account at www.myschoolbucks.com.

FUNDRAISING

Collections, philanthropic fundraising, etc., of any kind is prohibited by individuals or organizations affiliated with East Hartford Public Schools unless approved by the Board of Education. Exceptions, granted by the principal, are sales and collections in connection with extra-curricular programs, PAC, and student activity organizations.

GIFTS

The school will not accept gifts delivered to CIBA for students. This includes, but is not limited to, flowers, balloons, food/drinks, and stuffed animals. Students will not possess any of these items during regular school hours because they can be distractions to the learning environment. If so, these items will be confiscated and held in the main office until 3:00 PM.

GRADING POLICY (EHBOE 6146.1)

CIBA uses a hybrid model of grading and reporting systems which is in alignment with both local/state assessment requirements and the IB assessment model. In the Middle Years Programme (MYP) (grades 9 and 10), student achievement levels are reported for each of the 4

criteria in each subject area each semester. A final IB grade of 1-7 is reported for each subject and is based on the levels achieved in all of the criteria in that particular subject. In the Diploma Programme (DP) (Grades 11-12), DP grade descriptors and IB grades 1-7 are used for reporting student progress on IB assessments and tasks. For both the MYP and DP, the local grading scale is used to report student academic progress on a quarterly basis. For more information, please see CIBA's Assessment Policy on ciba.easthartford.org under About Us-IB Academics-IB Policies.

INCLEMENT WEATHER

CIBA follows the East Hartford Public Schools closing/delayed opening policy. Closings, delays, and early dismissals will be posted on the EHPS website. All delayed openings will be two-hour delays. In the event of a delay, breakfast will not be served. In the event of an early dismissal, students will be dismissed at 12:10 PM. Please make arrangements for your student as necessary. A separate policy issued by RSCO Transportation applies to buses outside of East Hartford. This policy is updated annually and will be emailed out and posted on the CIBA website when it is made available.

INCOMPLETES

A student receiving a grade of "incomplete" at the end of a marking period must make up the work within 10 school days after the report cards are issued unless an extension is granted by the principal. Such extensions shall be granted only in the case of emergency. No incomplete grade can remain on the report card and a final grade will be issued. An incomplete grade will keep the student off the honor roll until the work is made up - even if the student's other grades satisfy honor roll requirements.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA REQUIREMENTS The International Baccalaureate Organization (IBO) has established the requirements below in order for a student to be awarded the IB Diploma. Results are posted on IBIS in early July.

- CAS Requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2's awarded (HL or SL).
- There are no more than three grade 3's or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

General Regulations: Diploma Programme, IBO, September 2016

LOCKERS

CIBA students are assigned a locker and combination upon beginning their CIBA career. All students keep the same locker for all four years. The list below outlines appropriate locker use: • Do not share your locker or combination with other students for any reason. • Do not use someone else's locker other than your own.

- Do not tamper with the lock on your locker or deface your locker in any way (adding stickers, etc.).
- Keep your locker locked when not in use. Items in unlocked lockers or lockers propped open are subject to confiscation by the administration.
- Report locker issues such as broken locks immediately to the CIBA main office.
- Do not keep valuables in your locker. The school will not investigate the loss or theft of items left in unlocked lockers.
- Lockers will be cleaned out by students at the end of each school year. All items will be taken home before summer break. The school is not responsible for items missing from lockers or belongings left in the lockers at the end of the school year.
- Students who withdraw from school before the end of the school year are responsible for emptying their lockers and returning school property to their teachers. CIBA will not be responsible for any items left in a locker five days after a student has withdrawn from school.

LOST/STOLEN ITEMS

CIBA is not liable for lost or stolen items, especially if they are not properly secured or not allowed in school. Inquiries concerning lost or stolen school property (books, laptops, etc.) should be directed to the main office. Any item(s) found should be returned to the CIBA main office immediately. Any theft or stolen items should be reported immediately to the CIBA main office. CIBA reserves the right to not expend staff time investigating the theft of items that are not permitted in school. Students are reminded not to bring personal property to school that does not have educational value or let other students borrow their personal property.

NATIONAL HONOR SOCIETY (NHS)

To be considered for membership in CIBA's local chapter of the National Honor Society, applicants must demonstrate evidence of experience, or service in, each of the four areas listed below. Information forms must be completed and submitted by the deadline to the NHS advisor. Any applications received after the deadline will not be considered.

Scholarship

- A 3.5 GPA is required for admittance into the National Honor Society.

Leadership

- Co-curricular activities- Documentation of participation in co-curricular activities with accompanying signatures of adult sponsors other than a relative is required. Examples of co-curricular activities include: clubs, teams, and musical groups. Major accomplishments should be noted in each.
- Leadership- Documentation of leadership with accompanying signature of adult sponsors

other than a relative is required. Examples of leadership include: elected student body, class or club officer, committee chairperson, team captain, newspaper editor, work area manager, or community leader.

- Other community activities- Documentation of participation in other community activities with accompanying signatures of adult sponsors other than a relative is required. These should be any activities outside of school in which the student has participated for the betterment of the community. Examples of other community activities include: groups affiliated with religious organizations, clubs sponsored outside the school, Boy or Girl Scouts, or community art endeavors.

Service

- Service (school/community)- Documentation of engagement in service with accompanying signature of adult sponsors other than a relative is required. Service projects may be completed with a group either in or out of school or completed individually. Generally speaking, service activities are those which are done for or on behalf of others (not including immediate family members) for which no compensation (monetary or other) has been given. A minimum of 20 hours is required.

Character

- All completed applications will be reviewed by the CIBA administration and the Faculty Advisory Committee of the NHS. Since character is of paramount importance for acceptance into the NHS, all applicants' discipline files/permanent records will be reviewed.

Other

- Applicants may include other relevant work experience, recognition, and honors/awards that they have received that supports them to be selected for membership in the NHS. Work experience may be paid or volunteer.

More information can be accessed by logging on to the National Honor Society website at www.nhs.us.

PARKING OF AUTOMOBILES (EHBOE 5131.3)

Parking on school grounds is a privilege. While driving and parking on school grounds, students must use extreme caution and follow the driving patterns and routes. Students driving to school are required to register their motor vehicles with EHHS Security by completing and submitting a form that is available in the CIBA main office and obtaining a parking sticker in the EHHS Security Office. Student parking is available in designated areas only. Students are reminded to keep their doors locked to prevent theft. Parking privileges may be revoked by school administration if a student does not comply with the parking procedures outlined above, leaves school grounds without permission during the day, or demonstrates unsafe behavior.

Please note that EHHS Security will conduct patrols of student parking lots and inspections of the exteriors of students' motor vehicles. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant. Be advised that interiors of students' motor vehicles, including glove or trunk compartments, may be searched while on

school grounds when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. It is a violation for students to store or carry contraband in motor vehicles in a school parking lot or to interfere with patrols, inspections, searches and/or seizures.

PARENT/GUARDIAN DROP-OFF

In the interest of public safety, a new internal traffic plan for all vehicles was established by EHPS on August 31, 2010 between the hours of 6:30 AM-7:30 AM. All vehicles including parents/guardians dropping off their student, student drivers, and staff who park on the west side, are required to enter from the Leonard Drive entrance. Parent/guardian drop off is on the west hill where signs are posted. Vehicles exiting on the west side, such as parents/guardians who drop off their student, will drive around behind the CIBA building and follow the traffic plan out to Leonard Drive.

PASSPORT/PASSES

At the beginning of each quarter, students will receive a passport for their own use. If students would like to go to their locker, bathroom/water fountain, or office, students must complete their passport with the required fields and obtain permission/signature from the CIBA staff member. When a pass is issued, the student must only go to the destination that is indicated on the passport and must take the shortest route without making other stops. If a student has not returned to class for an extended amount of time, then a disciplinary consequence may be issued. If a student wants to go to EHHS, then the student must report to the CIBA main office, sign out, leave their passport in the CIBA main office, and obtain a pass to go to EHHS. Upon returning to CIBA, the student must sign back in and take their passport back to class.

If students want to go to another location at CIBA that is not specified on the passport, then they must ask for a pass from the CIBA staff member. Staff should only write one student's name on each pass. In addition, students should never add another student's name to their pass for safety purposes. Library passes must be obtained from the student's subject teacher prior to reporting to the study hall. The pass must be presented to the study hall teacher at the beginning of the study hall period. If students have a pass to go to the library or another location during their study hall, the student must first check in to their study hall and show the CIBA staff member their pass. Students should not be given passes to work in the rotunda or hallways (unless they are working right outside of the classroom door on occasion). Students must always have a pass if they are late to their destination, otherwise they will be marked as an unexcused tardy that contributes towards loss of credit.

PROGRAM OF STUDIES

The CIBA Program of Studies contains important information about course offerings and requirements and can be found on the ciba.easthartford.org under About Us-IB Academics Program of Studies. It is updated yearly.

SOCIAL PROBATION

Any student who receives five total or accumulated incidents of ISS and/or OSS during the school calendar year may lose the privilege of participating in all or selected school activities. For juniors and seniors, this may include the Junior Prom, Senior Ball, Senior Outing, Graduation Ceremonies, etc.

STUDENT ASSISTANCE CENTER (SAC)

The Student Assistance Center at EHHS provides a safe and supportive environment where students may seek a variety of services to enhance their educational experience. The SAC is open to all students. CIBA students who want to receive services at the SAC must obtain permission from the CIBA main office, sign out, and obtain a pass. The following services are available at the Student Assistance Center:

- Career Beginning
- Alcohol and Drug Counseling
- Peer Mediation
- Bereavement Group
- Anger Management Group
- Conflict Resolution

Students are encouraged not to miss instructional time to go to the SAC whenever possible.

STUDY HALLS

Students are assigned to supervised, quiet areas during non-class time for study hall. Attendance will be taken in all study halls. This non-class time is learning time and has the same value as a regular classroom situation. It is the responsibility of all students to arrive on time, be seated and conduct themselves in a manner which shows respect for others as well as themselves. Students must come prepared to study by themselves with all necessary books and materials. Study hall staff should not issue passes to the library or cafeteria. All school rules (i.e. electronic devices) still apply in study halls.

TECHNOLOGY (EHBOE 5131.83/EHBOE 6141.323/EHBOE 6141.326)

All CIBA students are required to participate in our 1:1 laptop program. This program enhances all students' educational experience. Being issued a school laptop is a privilege, not a right. It is to be used for academic purposes only and must be taken back and forth between home and school daily. At the beginning of each school year, parents/guardians will be required to read and sign the *EHPS Agreement for Student Use of Mobile Devices* in the PowerSchool Parent Portal. It describes our electronic program and expectations including liability. Additionally, students will be required to attend a technology orientation session to learn about proper handling, use, and care. It is also important to note that students and their families should be familiar with the EHBOE policies are referenced above on student use of district computer systems, internet acceptable use, and electronic resources.

The Student shall be granted use of the device while enrolled in East Hartford Public Schools, but no later than the end of the current year. EHPS reserves the right to terminate the Agreement at

any time and for any reason. The device is being issued to the student solely for educational use and any use that is deemed inconsistent with this purpose as determined by school administrators or by EHPS personnel, or that is in violation of School Board policies, State or Federal law will be considered a material breach of the Agreement, requiring that the device be returned immediately to EHPS.

Students are also issued an EHPS school email address for academic use only. Students are responsible for checking their email regularly for important announcements and opportunities. Please note that students should not share their username or password for any platform, including email, with other students. In situations which require disciplinary action, students to whom the email/license belongs to will be liable.

VIDEO SURVEILLANCE ON SCHOOL GROUNDS/BUSES (BOE 5131.111) The EHPS Board of Education, having carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain safety, finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds. The use of video recordings from surveillance equipment shall be subject to the other policies of the district including policies concerning the confidentiality of student and personnel records. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

VISITORS

Students are not allowed to have visitors or friends (including EHHS students) in the building or on school grounds.

Authorized visitors must follow the procedure below:

1. All visitors (including, but not limited to: parents, guardians, vendors/contractors, school personnel, students, community members) seeking access to CIBA are screened (asked their purpose) at the front door via the monitor before they may enter the school building.
2. Upon entry into the building, ALL visitors must immediately proceed to the main office and sign-in in the appropriate binder and present a valid ID.
3. The visitor is given a badge to wear at all times while in the building with the current date and time on it.
4. Upon leaving, the visitor returns to the main office to return the badge and sign out in the appropriate binder.

WEBSITE (EHBOE 6141.324a)

The Connecticut IB Academy maintains a website at ciba.easthartford.org. Steps have been taken to ensure compliancy with the Office of Civil Rights (OCR) regulations. Please notify the main office if you do NOT want your student's picture and/or school work posted on the website.

WITHDRAWAL (EHBOE 5119)

Students withdrawing from CIBA should notify the main office and guidance counselor at least one week prior to student withdrawal. The parent/guardian must go to the main office to sign the CIBA Student Withdrawal Form. Once the student returns all school issued materials and resolves all accountabilities (if applicable) and the EHPS district processes the paperwork, then the school records will be released.

WORKING PAPERS

Students under the age of 18 and currently enrolled in school who are seeking employment must obtain working papers. Working paper applications are available in the main office. Completed applications are to be returned to the main office for processing by Mr. Spiller or Ms. Colonna.



CONNECTICUT IB ACADEMY

scire non satis est

IMPORTANT PHONE NUMBERS

MAIN OFFICE: 860-622-5590

**ATTENDANCE LINE (to report an absence):
860-622-5598**

FAX: 860-622-5555