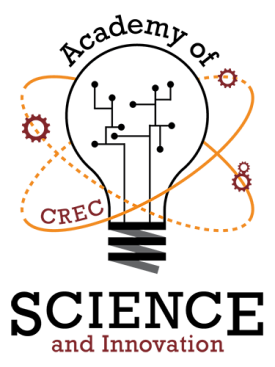
**Soaring to College**

**&**

**Beyond**



**Parent- Student Handbook**

**High School**

**2017 – 2018**

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Welcome to the Academy of Science and Innovation

Thefollowing guidelines have been drawn up by the faculty and administration. These guidelines will give students a clear understanding of the manner in which our classes and teach­ers will operate so that every student will have a successful school year. The basic team rules and requirements are designed to assist youin making the transition from grade to grade. In addition, the teachers hope to improve communication between your home and school. These guidelines are broken into the following themes to help you find information quickly.

Academy of Science and Innovation Faculty

Academics

Graduation Requirements

Attendance Policy and Procedures

Bus Transportation

School Discipline and Standards of Behavior

Bullying/Harassment

Technology Expectations

Athletics

B.A.R.K.

Wellness Policy

Appendix

**Academy of Science and Innovation**

**School Vision**: The Academy of Science and Innovation Magnet School is a solutions-oriented, technology-based science and engineering community. Students are inspired and prepared to meet the challenges of the 21st century through a robust academic program where collaboration, innovation, and critical thinking skills ensure college and career readiness. Students are respectful, self-disciplined, and productive global citizens in a diverse, multicultural environment.

**Mission**: The mission of the Academy of Science and Innovation Magnet School is to empower learning, unleash talent, and lead a culture of creativity to find solutions to global problems.

**Innovative Solutions to Global Problems:**

* Promote farming practices to combat global famine (Aquaponics)
* Conserve and rebuild habitats (Global Informational Systems, Environmental Engineering)
* Prevent and restore damage from natural disasters (Material Science)
* Investigate our microscopic world (Forensics, Cellular Biology)
* Design new buildings with alternative resources (Green Building Design)
* Improve production and techniques for automation in industry (Robotics, Drones)
* Enhance personal and business data security (Java, Python)

**We Believe...**

* We believe our science, technology, and environmental themes are key components to developing 21st century learners who are college and career ready.
* We believe a diverse school community enriches learning and promotes a collaborative and productive culture where students are valued, empowered, challenged, and recognized.
* We believe in cultivating environmentally and socially conscious students, citizens, and future leaders.
* We believe success is dependent upon partnerships among students, staff, families, and the community.
* We believe in an educational community where everyone chooses to bring energy, passion, and a positive attitude.
* We believe in an education tailored to meet the individual needs of each student.
* We believe fostering teacher growth and effectiveness is directly linked to student achievement.
* We believe in instilling a sense of personal integrity, abiding by the tenets of Belief, Awareness, Respect, and Kindness (BARK).

**The CREC Difference**

CREC Magnet Schools cultivate the mind, body and heart of each student. We have a shared vision and coordinated plan for promoting, enhancing and sustaining a positive school climate. Each member of the faculty and staff understand their individual role while applying a systematic approach to developing an environment that fosters optimal academic engagement for all students.

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

• Promote a positive and successful educational experience for every child

• Embrace diversity

• Ensure students are college and career ready

• Foster self-confidence and self-discipline in our students

• Connect success in school to future successes in life

• Develop global awareness

• Guide students through conflicts, encourage them to restore trust and rebuild relationships

• Value and support students through disciplinary issues

**CREC Magnet School *students* will:**

• Demonstrate honor, respect and responsibility in their actions and decisions

• Embrace diversity

• Develop self-confidence and self-discipline

• Connect success in school to future successes in life

• Develop global awareness

• Reflect on conflict and seek ways to restore trust

• Work with teachers, administrators and parents when school rules are violated to restore environment and relationships

**CREC District Goals:**

1. Inspire all students to achieve at high levels through an innovative, student centered approach to teaching and learning that prioritizes the mastery of core content and the development of essential skills.
2. Mobilize a positive, collaborative and productive culture where students are at the center of their learning.
3. Engage families and the community as active partners in the education of our students.
4. Maximize professional capital and cultivate innovation by supporting and empowering a diverse group of talented educators.

**Academy of Science and Innovation Faculty**

**Administration and Dean**

Robert McCain, Principal

Cassandra Thomas, AP

Karen Mooney AP

Tasonn Hayes, AP

Lauren LaVecchia – Dean of Students

**Administrative Support**

Erica Rodriguez –

Assistant

Addie Ramos, Guidance

LaReese Cooper, School Receptionist

**Support Services (AI)**

Ryan Anderson – ISS Coordinator

Terri Olson – Student Support Center

Mary Roane – English Support

Michael Maggiore – Math Support

**Paras**

Cathy Michaud

Scott Delahanty

Mary Ellen O’Keefe

Kathryn Scalia

**Certified Support Staff**

Megan Legassey - Guidance

Jennifer Asmar - Guidance

Dan Baccaro - Guidance

Kelly Nowik - Guidance

Michelle Lopez – Social Worker

Shiri Dauch– Social Worker

Alyssa Stern – School Psychologist

Patti Hahn – Virtual Online Coordinator

Lauren Amaturo – Theme Coach

Crystal Caouette – Theme Coach

Jill Reid – Library Media

Dania Miranda Soto - ELL

**Art**

Roxanne Frenette

Lisa Butler

**Capstone**

Gina Gadue

Jason Ritz

**Child Development**

Julia Porter

**English Language Arts**

Katie Palazzi

Robert Genuario

Brittany Baigert

Kathleen Butler

Kristina Tuscano

Julie Nunes (LIT)

Kathleen Askintowicz (LIT)

Marc Bilodeau

Alison O’Keefe

Emily Cyr (LIT)

Emily DeLine

**Math**

Charles Elsdon

Sacha Kelly

Michael Buckland

Bob Janes

Kate McFadden

Danni Holyst (MIT)

Maggie Fallon

Eric Roy

Elizabeth Frank (MIT)

Cathy Sadlak

**Music**

Wallis Johnson

Linda Helmke

**PE/Health**

Kerry Ann Rhoden

James Fogarty

Marissa Tabshey

Matthew Lance

**Science**

Jane Callery

Peter Wik

Michelle Serwatowski

Jessica Colligan

Chris Mahl

Heather Schreiber

Angel Norige

Bryan McCain

Barbara Morales

Eraclio Altavilla

Greg Larson

Susan Prihar

Drew Bennett

**Social Studies**

Greg Person

Neal Spencer

Jeff Schlechtweg

Abbey Froeb

Kristen Juda

Scott Miller

Scot Peaslee

**Special Education**

Martha Shepard- 12

Sandra Moya - 11

Anthony DeVito - 10

Lin Holzman - 9

Stacy Mares – 8

Angelo Passanisi -7

Carlos Lawrence – 6

**Technology Encore**

Robert Polselli

Jeff Wanner

Duane McDuffee

James Wilson

Elizabeth Dilla

**Academics at the Academy of Science and Innovation**

At Academy of Science and Innovation, Math, English Language Arts, Science, Social Studies, and Spanish make up the core curricula which is enriched and integrated with elective offerings. Elective subject areas include Instrumental Music, Art, Physical Education, Health, Engineering, and Technology Education.

Students will be gain exposure to 3 separate pathways throughout middle school, as middle school is deemed the foundational years of study. Students in the 8th grade will choose one of the three pathways listed below:

* **Biotechnology** - Students pursuing the biotechnology pathway will focus their study on the application of engineering and technology within the fields of biology and medicine. Within the biotechnology pathway, students will explore cellular and biomolecular processes and how these processes can be used in technologies that impact and improve our lives. Modern biotechnology provides breakthrough products and technologies to combat debilitating and rare diseases, reduce our environmental footprint, feed the hungry, use less and cleaner energy, and have safer, cleaner and more efficient industrial manufacturing processes.
* **Environmental Engineering** - The Environmental Engineering pathway focuses on the applied sciences to prepare students to plan, design, construct, and implement technologies and industrial systems that improve and enhance the quality of the environment, protect public health, and investigate new energy sources. Students in this pathway will utilize the engineering design process along with skills developed in biology, chemistry and physics to study and propose solutions to issues such as water quality, air and soil pollution control, and waste management.
* **Robotics and Computer Science** - The Robotics and Computer Science pathway provides students with a fundamental understanding of energy transfer, the mechanical systems that make up robots, machine automation, and computer control systems. As Robotics and Animation brings more technologically-advanced solutions to businesses around the world, operating models that adopt automation will cut costs, drive efficiency and improve quality. Courses within this pathway are student lead, self-paced, problem and project based with the intent of leading students to develop innovative robotic solutions to open-ended engineering design problems.

The School Counselors follow the progress of each student closely, help students develop important life skills, and explore their learning styles and career interests. Additional support services include: Math Intervention and Literacy Intervention classes which are designed to enhance student understanding in reading, writing, and math. Special Education Teachers, the School Nurse, the School Social Worker, and Paraprofessionals also provide specific supports to enhance student learning.

**Academic Terms**

1st Quarter: August 30 – November 3

2nd Quarter: November 6 – January 23

3rd Quarter: January 24 – March 29

4th Quarter: April 2 – June 12

**Interim and Report Cards**

In an effort to keep your parents informed of your academic performance, interim reports are issued halfway through each quarter.

**Interim Reports Issued**

1st Quarter – October 2

2nd Quarter – December 12

3rd Quarter – February 27

4th Quarter – May 9

**Report Card Conferences**

December 6, 7, 8

March 14, 15, 16

**Honors Assemblies 2017- 2018**

|  |  |  |
| --- | --- | --- |
| **Quarter** | **Grades** | **Date** |
| **4th (Previous Year)** | 6-9 | September 26 |
| 10-12 | September 28 |
| **Quarter 1** | 6-9 | November 14 |
| 10-12 | November 16 |
| **Quarter 2** | 6-9 | February 6 |
| 10-12 | February 8 |
| **Quarter 3** | 6-9 | April 17 |
| 10-12 | April 19 |

**Parent Conferences/Student-led Conferences**

Parents are encouraged to become partners in their child’s educational successes. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. Formal conference will be help in November and February.

A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parent schedules.

**Homework**

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals. Specific homework assignments will strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student’s work in school. Homework is given as an extension of daily class activities. At the beginning of each school year, your teachers will meet with classes to review the homework policy. Each teacher has the responsibility for setting reasonable limits of the requirements for homework. All homework is designed to extend learning experi­ences and to stimulate you to study independently. It is recognized that students work at different rates and with varying degrees of efficiency. These factors are considered when assignments are made. Class time is provided for supervised study to ensure thorough understanding of as­signments and efficient work habits. Time at home should be set aside for the completion of assigned work. Make-Up work will be determined by each individual teacher.

**Honor Roll Protocol**

* Students who earn a quarterly GPA average of 3.0 or higher with no Ds or Fs shall earn “Honor Roll” for that academic quarter.
* Students who earn a quarterly GPA average of 3.5 or higher with no Cs, Ds or Fs shall earn “High Honors” for that academic quarter.
* Students who earn a quarterly GPA of 4.0 or higher and earned only grades in the “A” range shall earn “Honors with Distinction” for that academic quarter.

Incompletes are given to students who, because of extended illness, were unable to complete required work. All work for incompletes must be made up within one week after the close of the marking period for a student to be eligible for the honor roll. If the work is not made up within **two weeks** after the start of the next marking period, grades for the missing assignments will be changed to an F.

* **Please review the grading scale found on the next page**

**GPA Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number Grade** | **Letter Grade** | **GPA** | **Honors Weight** | **AP/ECE Weight** |
| 100 | A+ | 4.50 | 4.75 | 5.0 |
| 99 | A+ | 4.40 | 4.65 | 4.9 |
| 98 | A+ | 4.40 | 4.65 | 4.9 |
| 97 | A+ | 4.40 | 4.65 | 4.9 |
| 96 | A | 4.40 | 4.65 | 4.9 |
| 95 | A | 4.00 | 4.25 | 4.5 |
| 94 | A | 4.00 | 4.25 | 4.5 |
| 93 | A | 4.00 | 4.25 | 4.5 |
| 92 | A- | 3.70 | 3.95 | 4.2 |
| 91 | A- | 3.70 | 3.95 | 4.2 |
| 90 | A- | 3.70 | 3.95 | 4.2 |
| 89 | B+ | 3.40 | 3.65 | 3.9 |
| 88 | B+ | 3.40 | 3.65 | 3.9 |
| 87 | B+ | 3.40 | 3.65 | 3.9 |
| 86 | B | 3.40 | 3.65 | 3.9 |
| 85 | B | 3.00 | 3.25 | 3.5 |
| 84 | B | 3.00 | 3.25 | 3.5 |
| 83 | B | 3.00 | 3.25 | 3.5 |
| 82 | B- | 2.70 | 2.95 | 3.2 |
| 81 | B- | 2.70 | 2.95 | 3.2 |
| 80 | B- | 2.70 | 2.95 | 3.2 |
| 79 | C+ | 2.40 | 2.65 | 2.9 |
| 78 | C+ | 2.40 | 2.65 | 2.9 |
| 77 | C+ | 2.40 | 2.65 | 2.9 |
| 76 | C | 2.40 | 2.65 | 2.9 |
| 75 | C | 2.00 | 2.25 | 2.5 |
| 74 | C | 2.00 | 2.25 | 2.5 |
| 73 | C | 2.00 | 2.25 | 2.5 |
| 72 | C- | 1.70 | 1.95 | 2.2 |
| 71 | C- | 1.70 | 1.95 | 2.2 |
| 70 | C- | 1.70 | 1.95 | 2.2 |
| 69 | D+ | 1.40 | 1.65 | 1.9 |
| 68 | D+ | 1.40 | 1.65 | 1.9 |
| 67 | D+ | 1.40 | 1.65 | 1.9 |
| 66 | D+ | 1.40 | 1.65 | 1.9 |
| 65 | D | 1.00 | 1.25 | 1.5 |
| 64 | D | 1.00 | 1.25 | 1.5 |
| 63 | D | 1.00 | 1.25 | 1.5 |
| 62 | D- | .7 | .95 | 1.2 |
| 61 | D- | .7 | .95 | 1.2 |
| 60 | D- | .7 | .95 | 1.2 |
| **59 and below** | F | 0 | 0 | 0 |

**Calculating Your Grade Point Average (G.P.A.)**

Grade Point Average (GPA) calculations are based on a weighted system using the GPA scale. AP, ECE, and Honors Level courses are weighted by adding **additional points** to your GPA. AP and ECE courses add an additional .50 points to the course and the Honors level courses add .25 points to the course.

To calculate your GPA follow the steps below:

1. **Course:** Determine if you are taking an AP class, Honors class or College Prep class.
2. **Change:** Your numeric grade that you earned in the class into GPA grade (see chart).
3. **Credits**: Determine the credit for the class. All full year courses are equal to 1 or 2 credit and all semester classes are .50 credit.
4. **Course GPA:** Multiple GPA grade for each class by the number of credits for the course.
5. **Overall GPA:** Add up all GPA grades from all the courses you took and divide by the number of credits.

\* Pass/Fail and Capstone courses do not factor into overall GPA.

***GPA Calculation Example:*** (GPA Points x Credit Value = Weighted GPA)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Name** | **Grade** | **GPA points** | **Credit** | **Weighted GPA** |
| Honors English | 88 | 3.65 | 1.00 | 3.65 |
| Algebra II | 89 | 3.40 | 1.00 | 3.40 |
| AP US History | 89 | 3.90 | 1.00 | 3.90 |
| Honors Chemistry | 78 | 2.65 | 1.00 | 2.65 |
| Spanish III | 91 | 3.70 | 1.00 | 3.70 |
| World Music Connections II | 95 | 4.00 | .50 | 2.00 |
| Principles of Engineering | 96 | 4.40 | 1.00 | 4.40 |
| Physical Education | 85 | 3.00 | .50 | 1.50 |
| Technology Design | 88 | 3.40 | 1.00 | 3.40 |
| **Totals** | | | 8.00 | 28.60 |
| **Final GPA** | | | | 3.57 |

**High School Graduation Requirements**

To graduate from Academy of Science and Innovation a student must have satisfactorily earned a minimum of 29 credits and must have met all of the credit distribution requirements. The graduation requirements also reflect the school’s magnet theme of STEM (Science, Technology, Engineering and Math). The organization of the school, the curriculum, and resulting graduation requirements are based on The New England Association of Schools and Colleges standards on teaching and learning, the pillars articulated in “Breaking Ranks, Changing an American Institution” published by the National Association of Secondary School Principals and the vision of the Connecticut Secondary School Reform.

|  |  |
| --- | --- |
| **Courses** | **Innovation**  **Credits for Graduation** |
| English | **4.0** |
| Math | **4.0** |
| Social Studies | **3.5** |
| Science | **3.0** |
| STEM Pathway | **4.5** |
| World Language | **2.0** |
| Fine Arts (Art, Music) | **1.0** |
| Physical Education/Health | **1.5** |
| Capstone | **1.0** |
| Electives | **1.5** |
| Total Credits for Graduation | **26** |

\*The Academy of Science and Innovation class of 2018 will be required to earn 25 credits to graduate and the Two Rivers High School class of 2018 will be required to earn 29 credits. Effective with the graduating class of 2019 all students will have to earn a minimum of 26 credits to graduate.

**Requirements for High School Graduation**

To graduate from the CREC Academy of Science and Innovation, a student must have earned a total of 29 credits. In addition, Connecticut General Statutes requires all students meet fundamental literacy and numeracy performance standards in order to graduate.

**High School Grade Promotion**

To be a Senior, you must have 20 credits

To be a Junior, you must have 14 credits

To be a Sophomore, you must have 7 credits

**Policy On Course Failures And Make-Up Work**

Students who fail a course may make up the course during the summer vacation by doing one of the following:

1. With a teacher's permission a student may re-take a course examination following the successful and documented completion of a minimum of 30 hours of instruction. This may be done as part of a summer school program or private tutoring. If the examination is passed, the student will receive credit for the class and a grade of D- will replace the F on the student's transcript.
2. Students may make up a failure in a course through the CREC Summer School Program or their sending school’s summer program by re-taking the course successfully and by passing the summer school class' final exam. The student will receive credit for the class and a grade of D- will replace the F on the student's transcript.

**University Of Connecticut Early College Experience** (**ECE)**

Academy of Science and Innovation is currently working on establishing an ECE program for our students. UCONN Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity, and critical thinking - all pivotal for success in college. Two Rivers Magnet High School may offer ECE courses in Biology, Environment Science, English Language, English Composition, Human Geography and Calculus.

ECE students must successfully complete the courses with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities.

Students are charged a $25 per credit fee. For additional information visit: www.ece.uconn

**High School Advanced Placement (AP) Offerings**

Academy of Science and Innovation is currently working on establishing Advanced Placement course offerings in numerous disciplines. These courses follow strict curriculum guidelines as prescribed by the College Board. The rigor and quality of AP courses is similar to those of college level courses. The skills students acquire in AP courses allow them to stand out in college admission, earn college credit, and develop the habits of mind and content knowledge that position students to pursue even deeper, richer studies at a university. Students are encouraged to take an AP exam in each course they are registered for. These exams are in May.

**AP/Honors Classes - Summer Assignments**

Advanced Placement (AP) and Honors level require the completion of special summer reading assignments, which students are to obtain from the instructor of the AP or Honors course in which they are enrolling. Students who are unable to contact the course instructor should contact the department chairperson for that course or their guidance counselor.

**Possible AP Courses:**

English Literature and Composition

English Language and Composition

Calculus AB

Biology

Environmental Science

Physics B

US History

Psychology

Spanish Language

**Add/Drop Policy**

At Academy of Science and Innovation we feel strongly that it is not beneficial to drop one course and take another after the semester has begun. It is, therefore, important to carefully select your courses during course selection. If a class enrollment falls below six students due to a withdrawal request, the request will be denied. Students must continue to attend class until the withdrawal form is complete.

When students feel it is absolutely necessary to change a course, under extraordinary circumstances, the student must follow the sequence below:

1. Discuss the change with parent/guardian.
2. Discuss availability and pick up the schedule change form from their counselor.
3. Obtain written permission from their parent/guardian on the schedule change form.
4. Obtain written permission from the teacher on the schedule change form.
5. Obtain written permission from their counselor on the schedule change form.
6. Return textbook(s) and/or course materials and have the teacher provide written verification by initialing the schedule change form and circling Yes or No.

Upon completion of all of the steps listed above the student must present the completed and signed schedule change form to their counselor. The request will only be processed after all of the above steps have been completed.

|  |
| --- |
| **Academic Honesty Policy** |

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

**Definitions of Academic Dishonest Behavior**

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

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

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

**Duplication:** presenting, submitting and copying the same work for more than one course and for different assignments.

The following is a list of such academic dishonest behavior, but by no means exhaustive:

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

**Consequences for Academic Dishonesty**

**Level One Offense**: Violations will be dealt by the teacher in the classroom. Students who are caught engaging academic dishonest activities will receive a grade of F or 0 for the submitted assignment, paper, test or quiz. Parents are to be contacted or notified plus office detention to review academic honesty policy. Level One violations include (but are not limited to):

* Copying or allowing another student to copy any assignment.
* Looking at another student’s answers during test or quiz.
* Taking materials from another source that is not properly credited or cited.
* Using notes and talking to another student during a test or quiz.
* Working on an assignment with others that should be done by individuals.

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

**Level Two Offense**: Violations will be dealt by the teacher and principals. Parent conference will be scheduled, plus consequences up to, and including, in-school suspension. Level Two violations include (but are not limited to):

* Taking papers straight from books, periodicals, newspapers or the internet.
* Using electronic device to receive or give questions and answers on a test or quiz.
* Submitting the same piece of work for more than one class.
* Copying entire papers from another student.

Students who found guilty of Level Two violations will not be eligible for National Honor Society membership or other academic recognition programs.

**Level 3 Offense**: Violations are extreme and will be dealt by the school administrators and CREC central office administration. Sanctions would include (but not limited to) three-day out of school suspension and receive failing grades for the course. Level Three violations include (but are not limited to):

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

**Attendance Policy and Procedures**

We believe that student attendance is critical. Regular and full attendance is essential to school success. Our policies are guided by the belief that both close in-school monitoring and communication with parents and guardians is essential.  Illness and emergencies do happen, but we discourage scheduling family activities or vacations that take the student out of school. Students with excessive absences will have a meeting scheduled with their parents, counselor, and administrator to discuss strategies to improve attendance and possible consequences based on CT State law.  **Students who are absent, who leave school early without a note or come to school after 10:00 AM are not allowed to participate in after-school or evening activities that day, including athletics.**

**All early dismissals shall be prearranged by parents.** Parents must come to the school office and sign out their child.

**Parents are asked to call the school between 11:00am and 1:00pm** if a child will be picked up instead of taking the bus. Calls made after 1:00pm are not guaranteed based on closing of the day procedures.

**Leaving School Grounds/Release of Students from School**

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration unless they have been approved as an a student with Early Release privileges. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student’s parent or guardian. Children of single parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with a school administrator. The parent or guardian must sign out the student and pick up the student in the school office. If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian.

* **PLEASE NOTE: Students who are 18 years old CAN NOT sign themselves out of school for any reason. Parents must still provide a note or call the school to grant permission for the dismissal of their child.**

**Arrival and Dismissal Times**

**Arrival** The doors to the school will be open at 7:30 a.m. at which time there will be adult supervision. It is expected that students will be in their Block 1 seats before 7:45 AM and be prepared for their classes at this time.

**Dismissal** Students are dismissed at 2:45 p.m. Students must exit the building promptly at dismissal time unless the student is participating in an after school activity. In the event that a student stays, he/she must be picked-up ***promptly***at the conclusion of the afternoon’s activity or take the late bus home.

**Reporting Absences**

Parents need to notify school if a student is absent. This does not mean the absence is excused, it means it is reported. Absences due to illness will be coded medically excused if a doctor’s note is provided. Students who plan to be absent for reasons other than illness, should seek approval by presenting a note from home to the principal, who will then determine if an absence is excused. Parents are encouraged to contact guidance counselors with questions regarding attendance at any time during the year.

On the day of any single absence, a phone call from a parent/guardian providing notification of a student’s absence will be needed (unless previous notification has been made).  Lengthier absences will require a note.  Documentation from a medical practitioner will be needed in the event of excessive absences. Please call the main office (860-223-0726) before 8:00AM to report absences. If you need to leave a message, please tell us your name, your child's name, and the reason for the absence.  For the caller’s convenience, messages can be left in English or Spanish.

Additionally, parents may utilize the option of emailing the main office. The email address is [innovation@crec.org](mailto:innovation@crec.org).

**Absences Due to Vacations/Social Functions**

The administration *strongly disapproves* of absences from school because of family vacations and/or social activities. Parents are urged to schedule vacations during school recesses. When scheduling a family vacation during school time is unavoidable, parents should submit a written request to the principal.  School absences for reasons others than illness (i.e. vacations, social functions, etc.) must have the prior approval of the principal.  Students must submit a note from home to the receptionist two weeks prior to the day(s) of the absence.  The principal will then determine approval or disapproval.  Teachers will do their best to provide work, but we cannot guarantee that it will be available. These days will still be coded as an absence.

**After School, Clubs and Loitering**

No student or group of students may use school facilities without the expressed consent and direct supervision of a faculty member. Students caught after school without a place to go will be subject to disciplinary action up to and including suspension. Students should leave the school building immediately after school unless they are enrolled in an after-school program or activity.

**The school administration reserves the right to revoke participation privileges for students who have demonstrated academic, behavioral, or social difficulties.**

**Early Dismissal**

We discourage parents from making appointments or planning other activities which require that their child leave school early. In the *rare* event that this cannot be avoided, please follow the following procedure:

1. Dismissals from school for important reasons should be requested in writing in advance. If a student is to be dismissed during the school day, a written request, including a phone number for verification from the parent or guardian, should be brought to the receptionist on the morning during homeroom of the day in question.
2. Parents/guardians **must** come into the building and sign out their child with the receptionist.
3. Students who are dismissed and return to school the same day must report to the receptionist in order to be readmitted to class.
4. No student may sign themselves out from school without written parent/guardian permission regardless of their age.

**Excused Absence**

A student’s absence from school shall be considered “excused” if a written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

A. For absences one through nine, a student’s absences from school are considered “excused when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials.

B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:

1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.

2. Students observance of a religious holiday.

3. Death in the student’s family or other emergency beyond the control of the student’s family.

4. Court appearances which are mandated. (Documentation required)

5. The lack of transportation that is normally provided by the district other than the one the student attends.

6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.

**Unexcused Absences**

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

1. The absence meets the definition for an excused absence (see above) or
2. The absence meets the definition of a disciplinary absence.

**Tardiness**

**Students are considered tardy if they are not in their seat at the time the bell rings. Tardies will reset each quarter**! Attendance and on time arrival in class are important steps in every student’s academic success at Innovation. You are expected to arrive at school on time and report to Block 1. **Students who arrive after the start of Block 1 must report to the main office, sign in, and receive a late pass to class.** Any student tardy to school must have a parental excuse (either written or verbal) submitted to the main office. The final determination as to whether the tardiness is excused will be made by the administration. If tardiness to school becomes habitual, parents will be notified by letter and further disciplinary measures may be instituted. Continued tardiness or repeat offenses will be monitored.  Additional disciplinary consequences including suspension from participation in extra-curricular/sports activities may result and is at the discretion of the principal.

**Truancy**

A students with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

**Traveler – Innovation Pass System**

Students are not permitted to go anywhere in the building without using their personalized Traveler. Students are not allowed to be in hallway without pass except during passing time. This includes after school activities (unless they belong to a sports team)

**Guidance and Counseling Request**

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

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

**Our School Counselors:**

***Ms. Megan Legassey Grades 6-8 and ½ of grade 9***

***Ms. Jennie Asmar ½ of Grades 11 & 12***

***Ms. Kelly Nowik ½ of Grades 11 & 12,***

***Mr. Dan Baccaro ½ of grade 9, and grade 10***

Our School Social Worker: ***Ms. Michelle Lopez, Ms. Shiri Dauch***

Our School Psychologist: ***Ms. Alyssa Stern***

**PBIS (Positive Behavior Intervention and Support System)**

Academy of Science and Innovation has a school-wide Positive Behavior Support Program which focuses on behaviors that will help you be successful in school and life. This program focuses on teaching, encouraging, modeling and practicing expected behaviors and social skills that will lead to a successful school experience. Expected school behaviors are clearly communicated to all students and training takes place formally throughout the school year.

**Bus /Transportation/Weather Information**

Sending school districts or CREC transportation provides transportation to Academy of Science and Innovation. Safety and respect are our primary concerns. Expectations for student behavior on any school bus are consistent with the Innovation philosophy and the home school district. Parents will be contacted, via a bus referral form, whenever a behavioral issue is reported to the school administration. This includes minor but *chronic* problems. Every effort will be made to assist the student in problem solving a bus issue.

Disciplinary measures may range from a warning/conference with student to bus suspension. Sending school districts will be notified of any bus suspensions.

***\*\*\*Students requesting to ride a bus to or from another town may apply for permission by providing a written request from their parent/guardian to the school receptionist twenty-four hours prior to the event. The ultimate decision will rest with the district bus company. Students who do not obtain permission to ride a different bus will not be allowed to do so.***

The following general safety and behavioral guidelines are provided as a reminder:

**Leaving for school**

1. Avoid wearing loose clothing or scarves, clothing with long drawstrings, or backpacks with long straps or dangling attachments that might get caught in the bus handrail or door.

1. Stay safe and wait on the sidewalk or curbside, away from the road.
2. Respect the property where you stand and wait for the bus by monitoring your voice level and refraining from littering.
3. **Be at the bus stop at least 10 minutes ahead of time.**

**Boarding the school bus**

1. Board the bus at your assigned stop only, unless you have written permission from the school office to board at a different stop.

2. If you miss the bus, do not flag down or chase after the bus.

1. If you have to cross the road to board the bus, remember:
   * Cross the road only when the bus driver signals you to do so!
   * Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver’s face.
   * After the bus driver signals you to cross the road, check both ways to make sure all cars and trucks have stopped.
2. Always remember—if you can touch the side of the bus you are too close!

**While on the school bus**

1. Obey the bus driver and be respectful to the bus driver, yourself, and others.
2. Stay seated until the bus comes to a complete stop at the school or bus stop. If you are not at ***your*** bus stop, you must ask permission before moving/changing seats.
3. Leave windows closed unless you have permission from the bus driver.
4. Keep hands, all body parts and objects inside the bus.
5. Keep the aisle cleared.
6. Respect the bus environment. Keep the bus clean by placing all trash in the garbage.
7. Do not bring wireless speakers on the bus to play music
8. Keep hands and feet off the other passengers and their belongings.
9. Use appropriate tone, volume and language at all times.
10. Keep hands off emergency doors, fire extinguishers unless instructed by an adult.
11. There is no eating on the bus

**Arriving at your destination**

1. Get off the bus at your stop only, unless you have a bus pass from the school receptionist to get off at a different stop. **In order to receive a pass to get off at a different stop or ride a different bus, you must bring a written note signed by a parent or guardian to the receptionist for a bus pass at least twenty-four hours ahead. As mentioned earlier, the ultimate decision will rest with the district bus company.**

2. Remain seated until the bus has come to a complete stop.

3. If you have to cross the road, remember:

* Cross the road only when the bus driver signals you to do so!
* Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver’s face. If you can see the driver’s eyes—the driver can see you!

4. When all traffic has stopped, the bus driver will signal you to cross the road.

1. After the bus signals you to cross the road, check both ways to make sure that all traffic has stopped.

Always remember—if you can touch the side of the bus, you are too close!

**Late Bus**

A late bus is provided for students staying for after school programs. It departs at 4:15 on Tuesdays and Thursdays

**Transportation Complaints/Issues**

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager. A written record of all complaints will be maintained and an investigation of the allegations will take place. Any complaints regarding transportation can be submitted online at [www.crec.org/transportation or by calling 860-524-4077](http://www.crec.org/transportation%20or%20by%20calling%20860-524-4077)(CREC), 860-.

**High School Self-Drivers**

Students who drive themselves to school are only permitted to park on school grounds if they have registered their vehicles with the main office, and have paid their parking fee. Parking is on a limited, on a first come first serve basis. In order to register, students will need to submit a copy of a valid driver’s license, proof of current insurance, and he make, year, and model of the car that will be driven to school. The parking fee is $50.00. The parking fee covers one academic year.

**Closing, Delays or Late Opening for School**

On days when inclement weather is causing hazardous road conditions which might clear up before or shortly after buses begin their pickups, there will be a delayed school opening. This means that bus pickups may be delayed and school will begin later than the regular opening. **If you transport your child to school, please do not send him/her to school until a half-hour before the revised start of school.** Dismissal for school will be at the regular time. An early dismissal decision may be prompted by the sudden arrival of a snow or ice storm.

**Cancellations:**

* Academy of Science and Innovation follows the New Britain Public Schools’ policy for school cancellations. ***If New Britain Public Schools are closed, Innovation is closed and no student should report to school.***
* If Academy of Science and Innovation is open for the day and your home district is closed, you will not have transportation. Parents are asked to use their discretion in bringing their children to school. If transportation is not available, please call the school and the absence will be excused.

**Late Openings:**

* Academy of Science and Innovation follows the New Britain Public Schools’ policy for school delays. Watch and listen for the CREC Academy of Science and Innovation 90 minute delay notice on the Television and Radio.
* If New Britain has a 2 hour delay and your town does not, you will follow the Innovation delay and take your bus 2 hours later.
* If your home district has a delay and Innovation does not, you will follow your home district’s policy and take the bus 2 hours later.

**Early Dismissal Due To Weather:**

* Students will leave Innovation if early dismissal has been called for New Britain schools or in the district in which they ride their bus. When early dismissal is called, students will begin leaving Innovation by bus starting at noon. Parents always have the option of picking up their child.

**Announcements:**

Announcements of no school, a delay in the opening of school, or early dismissals will be announced on the following radio and television stations: WTIC 1080 AM, WTIC 96.5 FM, WRCH 100.5 FM, and WZMX 93.7 FM and Channel 30 (WVIT), and Channel 3 (WFSB). Please listen and look for Academy of Science and Innovation. A message will also be sent to the phone numbers and emails that we have on file for you. You may also call the Innovation main number for a recorded message on school closings, delayed openings, or early dismissals at 860-223-0726.

**School Discipline and Standards of Behaviors**

**STANDARDS OF BEHAVIOR**

The main purpose of our school is to provide an environment where all students can learn. Behavior in the classroom or within the school building that disrupts or interferes with the teaching/learning process cannot be tolerated. **Respect for the rights of your fellow students to learn and teachers to teach** **are the basic measure of good student conduct and self-discipline.**

**Student Rules /Discipline Procedures**

It is not possible to cover in this handbook all circumstances or events that could lead to the need for discipline. As in any orderly society, there are a few basic rules that all students are expected to follow. The school’s responsibility extends beyond its doors and each of you are expected to obey school rules, traffic regulations, use common sense, and respect the rights of fellow students and those of ho­meowners while on the way to and from school, whether on a bus or walking. We expect that you will:

* 1. Show courtesy and consideration for all.
  2. Behave in a manner that is not disruptive to the educational process. Each student is expected to behave appropriately and with respect for other so that all have the opportunity to learn.
  3. Comply with classroom procedures and requirements.
  4. Respect and assume responsibility for school and personal property.
  5. Maintain honesty and integrity in academic work and in dealing with fellow students and teachers.
  6. Everyone is expected to do his/her best.

In order for teaching and learning to take place in the class­room, discipline must be maintained. You are reminded that you must live by a code of good behavior, not only for your own benefit, but for the benefit of others as well. We will all observe the B.A.R.K. principle. Teachers are responsible for outlining classroom rules and procedures and administering disciplinary action within reasonable limits whenever these guidelines are abused. Some possible actions are after-school detention and lunch detentions with that teacher.

Detentions and lunch deten­tions may also be assigned by the principal and the assistant principal for infractions of school rules. Detentions are to be absolutely quiet, working time. Most rules are a matter of common sense and we feel that you can abide by them. What constitutes major and minor infractions of school rules is communicated to you through the handbook and class meetings at the beginning of the school year. The local authorities will be contacted and charges pressed for any offenses deemed serious and unlawful.

**Basic Rules to Follow at School**

* 1. Respect the property of others; do not mark on books, walls, desks, lockers, computers, etc.
  2. Students may not leave school property without the permission of the office or administration.
  3. Students may not be in the halls without a Traveler or an office-issued pass.
  4. Electronic games, playing cards, Frisbees, skateboards, and other items deemed unsuitable for school are not allowed in class.
  5. Tobacco products and smoking are not permitted on school property.
  6. Any weapons, real or fake, will result in suspension or expulsion.
  7. Possession and/or use of fireworks, stink bombs, or disruptive and dangerous devices of any kind will be confiscated and serious disciplinary action will result.
  8. Fighting, whether initiating or retaliating, will result in suspension. It should be noted that the act of self-defense is recognized only in incidents where a student cannot seek help from a person in authority or perhaps another student. There is a clear difference between self-defense and retaliation.
  9. No backpacks or draw-string bags should be carried into the classroom.
  10. For the safety of all, do not run, push or engage in boisterous conduct in classrooms or corridors.
  11. The use of profanity and other improper language will not be tolerated.
  12. No gum chewing or eating candy is allowed.
  13. Students may not sell anything to other students without the permission of the administration.
  14. Threatening or harassing students, teachers or any other school personnel will not be tolerated.

**After School Detention**

Under certain circumstances, a teacher or administrator may assign a student a detention. Unless specified differently, detentions are held immediately after school till 4:00 p.m. Parents will be notified of an assigned detention 24 hours in advance and may be asked to sign a consent form allowing their child to stay after school. The signed consent form must be returned to the assigning teacher. If it is not returned, the teacher will reschedule the detention, and the student will be required to stay longer, or, for an additional detention. The school does not provide transportation or bus passes for students who are assigned detention.  Students are expected to bring homework or other study materials with them to work on during this time. Students can work on assignments once a reflection page is complete. After school detentions take precedence over all school events. Failure to meet this obligation will result in parent contact and increased disciplinary action. Students may also be detained for extra help sessions when it is deemed necessary even though the student does not volunteer for extra help sessions. Misconduct during detention will result in additional detentions, social restrictions and/or in-school suspension. If a student is absent on the day that the detention is assigned, the detention will take place on the next day that detention is held.

**Lunch Detention**

Lunch detentions assigned by teachers/administrators are served in a designated room during the student’s normal lunch period. Students who are assigned lunch detentions are to report directly to the office at the beginning of their lunch shift.

**Suspensions from School**

Suspensions are given by a school administrator and are determined by degree of offense. Suspension begins with an informal hearing before the principal or assistant principal during which you are informed of the reason(s) for the suspension and given an opportunity to explain the situation. Parents are immediately notified of any suspension and may be required to pick you up at school. The principal has final authority on all suspensions. Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included in the student’s cumulative educational record. School administrators have the option of suspending you “In School” which means you would come to school and meet with a staff member in isolation from the student body in a designated room. All schoolwork and other work deemed appropriate will be sent to you to complete before the end of the day. If you are suspended “Out of School,” you will not be allowed to come to school and must complete all class work at home. “Out of School” suspended students are excluded from all school activities for the duration of the suspension period.

**In-School Suspension (ISS)**

Suspensions may be assigned as an “In-School Suspension,” during which the student will stay in the “In-School Sus­pension Room” (I.S.S.) for the entire suspension period. ISS is considered a consequence for a behavior that is not acceptable at Innovation.

* No classwork/make-up work can be done in ISS until ISS packet are completed to the satisfaction of ISS supervisor and/or administrator
* If a student needs to leave the ISS room and you have other students in the room, radio security for an escort.  This includes visits to the rest rooms and lockers
* Students may not use their Chrome Books to do school work until packets are completed to the satisfaction of the ISS Supervisor or Administration.
* Cell phones/headphones will be collected upon entrance to ISS room
* Students may not use their Chrome Books to do anything besides school work.

**Out of School Suspension (OSS)**

If the child has committed an offense which is of a more serious nature you may be assigned an “Out of School Suspension,” which is to be served at home. Students are expected to keep up with all homework and projects, and should be prepared by taking all textbooks home. The student should not consider this a mini-vacation. It is time for study and reflection.

**Dances/Proms**

Innovation will sponsor a number of extracurricular dances/proms. All dances/proms are considered to be a privilege that a student earns. The purpose of a school dance/prom is to have an enjoyable social activity.  All students attending dances/proms are asked to adhere to the following guidelines:

1.      No one will be allowed to attend any dance if he/she has been absent from school on the day of the dance or has been suspended (in or out of school) during the cycle of days between dances.

2.      No smoking or consuming of alcoholic beverages or drugs is permitted at any time, anywhere, inside or outside of the school.

3.      Student behavior is expected to be appropriate at all times.

4.      Students must not leave the school building during the dance.

5.      Students should make transportation arrangements with parents before the dance.  They should be picked up at the time the dance is scheduled to end. Students **not picked up within 20 minutes** of the conclusion of the dance may lose dance privileges

6.      Dances are considered earned, extra-curricular activities.  Difficulties with conduct which result in suspension or frequent detentions, or poor attendance, including excessive tardiness, may result in restrictions from dances.

7.      One student from another school can attend as long as the Dance Permission Form has been filled out by the sending school’s principal.

Ultimately, administration will make all final determinations for dances and proms.

**High School Dances**

Typically High School will have 2 dances per year (excluding Prom); one in autumn and one in the spring.

Dances will run from 6:30 – 9:30 PM.

**Lunch Delivery**

Occasionally a parent or guardian may need to deliver a forgotten lunch or lunch money.  These items must arrive at the receptionist’s desk and they will be distributed to students during lunch times so as not to disturb classes.

**Cafeteria Expectations**

When it is time to go to lunch, students should walk quietly to the cafeteria then take their seat or join the line for food purchase.  **Food or drinks may not be taken from the cafeteria during breakfast of lunch times.  All food must remain the café.**

All students are expected to use good manners and common sense, and to follow the cafeteria rules.

* Students are to go directly to the cafeteria.
* Students are expected are to follow the Innovation Behavior Expectations in the cafeteria.

**Dress Code**

Our dress code standards are intentionally conservative, in order to help students focus on learning. All clothing must be neat in appearance, in good repair, and worn appropriately. Students are expected to be **in dress code prior to arriving at school!**  They should enter the building dressed according to the dress code. The fit and/or style of the clothing should not be tight, revealing, or oversized. When it is determined that a student’s clothing does not comply with the dress code, a parent/guardian may be asked to bring an appropriate change of clothes to school.  If the violation of dress code cannot be rectified, the student will be sent to in-school-suspension. The student may also receive a disciplinary consequence for violating the school’s dress code policy, especially if this becomes chronic. The administration reserves the right to determine the suitability of questionable styles or accessories. Students will be required to correct uniform violations before attending classes.

**Your child’s uniform contact is:**

**Novel Tees**

81 Tolland Turnpike

Manchester, CT 06042

(860-643-6008)

**Mag & Son Clothing**

171 Pascone PL

Newington, CT 06111

(860-229-4900), (888-847-4422 toll free) and (860-989-2259 mobile)

The following should answer all questions.

Failure to comply with the dress code guidelines is considered to be an insubordinate act and will be treated as such. The following steps will be taken when a student violates the dress code:

* The student will be asked by the teacher to rectify the dress code violation
* The student will be escorted to their grade level administrator and counseled about the dress code.
* Inappropriate accessories will be confiscated.
* The student will be given a warning and the opportunity to change clothes, the parent/guardian will be called to bring appropriate clothes, or the student may purchase a uniform if available.
* Repeated violations of dress code will be dealt with in a more serious manner.

When a staff member speaks to a student to correct a dress code violation, the student is expected to comply. Questions regarding interpretation may be discussed at a later time. The decision of whether or not an individual’s clothing is acceptable will be the decision of the administration. It is hoped that all students will adhere to these guidelines so that the issue of clothing is kept to a minimum.

**Former Two Rivers Magnet High School Students:**

It is expected that ALL STUDENTS will wear the approved Academy of Science and Innovation uniform. However,  former TRMHS students may wear their button down shirts, with a blazer (suit jackets), cardigans (full sweater or vest), or fleece that were part of the former TRMHS dress code for **one calendar year (2017-2018 academic year NO EXCEPTIONS).** Two Rivers Magnet Middle School attire is prohibited.

**Former Medical Professions Preparatory Academy**: May not wear MPTPA or MPA apparel (**students had a one year warning about this already) NO EXCEPTIONS.** Non-logoed shirts are prohibited.

**Pants/Slacks:** Black or Khaki

All pants must be trouser style (loose-fitted, plain in style) and hemmed neatly. Cargo pockets, leggings, or denim are prohibited. No adornments such as patches, holes, stripes, or any other decorations are allowed.  Sagging will not be permitted. Belts, if worn, must be of appropriate size and fastened in a customary manner. No oversized belt buckles are allowed and belts must be worn in the provided belt loops. No studded belts are permitted.

**Shirts:** Black, Maroon, or Grey Polo - Polo shirts may be long or short sleeved with the Innovation logo.

White button down shirts are also permitted with the Innovation logo.

**Skirts:** Black or Khaki

Skirts are acceptable for religious reasons only.  Students may not go back and forth between pants and skirts. Please see an administrator for clarification.

**Fleeces:**  Black, Maroon, or Grey

Fleeces and Jackets should be purchased with the Innovation logo. Students must adhere to proper dress code under any fleece or jacket. Students must wear an ASI Polo underneath their fleece. Jackets may be purchased but, cannot be worn in class or during the day. Students must put their jacket in the locker immediately arriving at school. Sports apparel is prohibited.

**Footwear:**

All students shall wear flat shoes, boots, or sneakers. Footwear must be in good repair and must not pose a safety hazard. Open-toed shoes are prohibited.

**Jewelry:**

Any jewelry that presents a safety hazard is prohibited. Please see an administrator for clarification.

**Field Trip Attire:**

In order to attend field trips away from the school students must be in dress code. No student will be allowed to attend a field trip if not in dress code unless the student received prior approval from an administrator.

**Honors Apparel:**

Students who receive apparel as a result of earning honors at the end of an academic quarter may wear them throughout the year.

**Outerwear:**

With the exception of uniform items with logos mentioned above, jackets, coats, fleece, hoodies, sweaters, vests, gloves, sunglasses, backpacks and hats must be kept in lockers during the school day. It is not permissible to carry these items to class.

**Headgear:**

Decorative headgear is not allowed. This includes things such as hats, caps, bandanas, athletic sweatbands, scarves, towels, stocking caps, hoods, doo rags, and headphones. They must be stored in the locker until the school day is over. The only exception will be religious head coverings.

**Unacceptable attire:**

Attire such as hoods, jewelry, buttons, makeup, or markings which are offensive, suggestive, or indecent are unacceptable. Please see an administrator for clarification.

**Field Trips**

Field trips are carefully planned educational experiences and are part of the curriculum.  Transportation to and from the activity must be by a school provided bus.  A student must have returned a signed permission slip before attending any field trip.  A student will not be allowed on a field trip if they are on In-School or Out-Of-School Suspension.  A parent may be asked to accompany a student on a field trip if safety could be an issue.  Students are reminded that all school rules are in effect during field trips.  Students may lose field trip privileges at the discretion of an administrator**.**

**Fire and Security Drills**

Fire drills are serious events.  Not only are they required by state law, but a well-organized fire drill may someday save students from serious injury – or worse.  When the first signal sounds, students should immediately remain silent and precede single file under the direction of the teacher out the designated fire exit.  Should the alarm sound between classes, students should join an adult led class and leave by the nearest exit.  Once outside, students should move a safe distance from the building; then stand silently and await directions from an adult.

* Once outside, students should remain in line so that teachers may take attendance.  In a real emergency, this will be necessary to insure that everyone has safely left the building.  A special signal or “all clear” will be sounded for reentering the building.
* Students are to remain quiet until they have reentered their classrooms.
* Students found to be disruptive during fire/security drills may face disciplinary consequences.
* Fire drills are conducted on a regular basis.
* Tampering with fire alarms, fire extinguishers and other school fixtures is a serious offense and will result in significant disciplinary consequences.

Security Drills are conducted several times a year.  Emergency Lockdown procedures involve moving students to protected areas and locking classrooms.  Students should follow all teacher directions and remain calm and quiet during the drill.

**Lockers**

Lockers are provided for the convenience of students. You should be sure that clothes or other valuables are never left unattended and are locked away securely when not in use.  The school CANNOT be responsible for items left in lockers.  Lockers are issued to you as a service, but the security of the lockers cannot be guaranteed by the school.   Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition.  Lockers are the property of Two Rivers Magnet School and are subject to inspection by the administration at their discretion.  Inspection and cleaning of lockers for reasons of health and safety will be scheduled periodically and supervised by faculty members. Students should memorize their locker combinations. **Do not** **share your locker or combination with anyone.** If your locker does not operate properly, see your teacher or report it to the office.

**Lost and Found**

The lost and found department will be accessed in the main office. Anyone finding articles is to bring them to the office. Anyone missing items believed to be lost should check with the secretaries in the office. Unclaimed articles are given to needy organizations after being held for a reasonable length of time.

|  |
| --- |
| **Bullying/Harassment** |

Public Act No. 11 -232 defines **bullying** as: (A) the **repeated** use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a **physical act or gesture** by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes **physical or emotional harm** to such student or damage to such student's property, (ii) places such student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv**) infringes on the rights** of such student at school, or (v**) substantially disrupts the education process** or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

**Cyberbullying** - any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications;

**Mobile electronic device** - any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

**Electronic communication** - any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

**Teen Dating Violence** – any act of physical, emotional, or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship

**Bullying/Harassment Protocol**

1. School employees witnessing potential acts of bullying must file an oral report within 1 school day and written report within 2
2. Investigations must be completed within a “reasonable period of time”
3. Parents of students who commit any acts of bullying, and parents of students who are victims of bullying; must be notified within 48 hours of the completion of the investigation

The complaint should state the:

* Name of the complainant
* Date of the complaint,
* Date of the alleged harassment,
* Name or names of the harasser or harassers,
* Location where such harassment occurred,
* Detailed statement of the circumstances constituting the alleged harassment.
* Any student who makes an oral complaint of harassment to any of the above mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure.

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

**Technology Expectations at Academy of Science and Innovation**

**Acceptable Computer Use Policy**

**Google Accounts:**

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

* Google Docs
* Google Sheets
* Google Slides
* Google Drive

As part of our educational technology plan, internet safety is a main component of technology use.  CREC uses a product called **Gaggle** that routinely scans the CREC student Google accounts to ensure that students’ use of these tools adheres to school policy. Gaggle will flag any content in the student’s Google account that uses inappropriate language, poses a potential threat to the student or others, or suggests an immediate threat to the student or others.

CREC administration can turn off a student's services based on the items stated in this Acceptable Use Policy. This Acceptable Use Policy (AUP) extends to all students for the duration of their enrollment at any of the CREC Magnet Schools. This policy must be read and signed before students will be given a school CREC Google Account. The Google accounts are available to students at school and at home. These tools help students keep organized, prevent lost homework, and allow students to work individually or collaboratively on school assignments.  While using their CREC Google account at home, students must continue to adhere to this policy.

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

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

**Rules of Etiquette**

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

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

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

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

**Cell Phones**

The use of cell phones or any other electronic equipment not provided by the school such as MP3 players, iPods, iPads, or hand-held games is prohibited during specific times and in certain areas within the school. All students will be expected to adhere to specific instructions outlined in the “Technology Spotlight” (see below). Because of the value of the aforementioned items, students should consider the importance of bringing them to school.  If a cell phone or other electronic device is lost or stolen, the school is **not responsible**.  Any electronic devices found with a student or making noise in a locker may be confiscated and held by the administration.  Parents may be notified to come and personally pick up the device.

Consequences:

* **First Violation** – If a student complies with request to give up cell phone, he/she will get it back at the end of the day
* **Second Violation** – Student will receive phone back at the end of the day and will be assigned after school detention
* **Third and subsequent violations** – Student will be assigned after school detention and phone will be held for parent pickup.

**Academy of Science and Innovation**

**Technology Stoplight**

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| --- | --- |
|  |  |
| **Red**  **All Technology Away**   * **No Cell Phones Visible** * **No Ear Buds Visible** * **Laptops Closed** |
| **Yellow**  **Specific Academic Use**   * **Schoology** * **Google Docs** * **A Specific App** |
| **Green**  **Use without Disruption**   * **Usage of any teacher approved technology** * **No active phone calls/FaceTime conversations** |

**Computers and Internet Policy**

Students will receive an orientation to the school laptops in their core classrooms. Students are responsible for all equipment that they use and are expected to take care of this property. Students who purposefully engage in damage of school laptop equipment, the network, and/or the software and intellectual property therein will be subject to disciplinary consequences up to and including suspension and/or referral to the police. In addition, students will be required to pay for any damages to their laptops. This includes accidently breaking of the LCD screen for any reason, loss of computer keys, loss or damage of charger, trying to download software outside our system. Students will not be issued another laptop until the debt is paid.

**Laptop Use Rules:**

The use of a laptop computer is a privilege enjoyed by Innovation’s students. Students are expected to use the laptop equipment in a responsible and reliable manner. They are held accountable for any damage to the machines regardless of how it happened. Any student who has a computer stolen will be responsible for the payment of a new computer. The laptops at Innovation are to be used for class work and are not for personal use. The following rules were designed by students and teachers to help ensure the computers are used properly.  Failure to follow the laptops rules will result in disciplinary action and possible loss of laptop privileges.

1. I will use electronic information resources only for education research purposes, and only, as those purposes are consistent with the curriculum and educational objectives of CREC.
2. I will use electronic information resources in a responsible, ethical and legal manner at all times.
3. I will use electronic information resources only with the permission of the supervising teacher or staff member.
4. I will be considerate of other electronic information users and their privacy and I will use polite and appropriate language at all times while accessing and using these resources.
5. I will not give out any personal information about myself or anyone else while using these resources unless approved by the instructor monitoring the use of their resources.
6. I will not give out my password nor attempt to learn someone else’s.
7. I will not knowingly degrade or disrupt electronic information resources, services or equipment, and I understand that such activity may be considered to be a crime and includes, for example, tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks or network services.
8. I will report all security problems I identify while using these resources to my teacher or to the school staff member who is monitoring my use of these resources.
9. I will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the regular school environment.
10. I am aware that the inappropriate use of these resources can be a violation of local, state and federal laws and that I may be prosecuted for violating those laws.

**Calculators**

**High School** **Mathematics** - It is recommended that all students have access to a four-function calculator both in and out of the classroom. The High School Mathematics classrooms are equipped with available calculators for students during classroom instruction only. These calculators have been approved for State and CREC administered standardized tests. Innovation suggests that students purchase their own calculator for independent practice outside of the classroom.

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| **Athletics** |

Athletic eligibility will be determined by quarterly report cards. For fall sports, eligibility is determined by the previous end-of-year grades. Students must have an overall 2.0 GPA and cannot have a failing grade in more than one class to be eligible to play or try-out. Ineligible students may be placed on **Athletic Probation**. Eligibility is determined by next interim report card grades. Students may practice and attend all games while on probation. However, in order to take the field, the eligibility criteria must be reached either by report card or interim marking period GPA.

**General Guidelines**

If your child is interested in participating in sports at his/her sending school, please read and adhere to the following:

* Signing up to participate on any sports team is the responsibility of the student.
* High school students must declare their intentions of participating with either their sending district or attending district athletic program at the beginning of the school year (September).
* Parents must provide transportation to their sending school. Transportation is not provided by CREC.
* It is the student family’s responsibility to contact the sending school’s Athletic Director to get information on athletics and practice schedules.
* All students must meet eligibility requirements related to CIAC rules and their attending school academic standards.
* A parent permission form must be turned in to the sending school prior to the first practice.
* All students must submit a current physical examination form, signed by a physician, to the sending school verifying their fitness to participate prior to the first practice.
* Middle school students will not be allowed early dismissal privileges for athletic participation.
* High school students will be allowed early dismissal at the discretion of their attending school policy.

**Grades 9 – 12**

In order to be eligible for participation in interscholastic athletics, a student-athlete must abide by all school and CIAC regulations. A student-athlete's athletic eligibility can be affected by academic performance and progress, as well as conduct and participation in school activities.

Student-athletes must meet the following criteria in order to satisfy the CIAC requirements as well as Academy of Science and Innovation requirements for initial eligibility:

* Students must be enrolled in at least 4 courses (units of work) or the equivalent. (CIAC)
* Students must have passed at least 4 courses/units of work or the equivalent at the last regular marking period with the exception of Fall eligibility. (CIAC)
* For Fall Sports eligibility, a student must have received credit for 4 courses/units or its equivalent toward graduation/promotion at the conclusion of the school year preceding the contest. (CIAC)
* Have received no more one failing grade (including incompletes) in the most recent school issued grade reporting period. (Innovation)
* A student shall be ineligible to participate in any sanctioned sport if he/she has reached their twentieth birthday during a sport season. (CIAC)
* Students must achieve a minimum 2.5 grade point average (based on a 4.5 scale) in the curriculum (Innovation)
* All academic requirements must be met in the first quarter/semester (fall) in order for this student to be eligible for athletic participation in the second quarter/semester (winter).
* A student may not participate (practice or play) in any athletic event if assigned to In-school suspension (ISS) or Out-of School Suspension (OSS) during that assigned time. (Innovation)

**The school administration reserves the right to revoke participation privileges for students who have demonstrated academic, behavioral, or social difficulties.**

**\*\*\*Once a student has made the team, parents and students must monitor academic eligibility requirements, by monitoring grades (which can be viewed through Powerschool) and by maintaining contact with teachers about academic progress.**

**B.A.R.K.**

**B.A.R.K.**

At Innovation, we all live and work by a code of ethics known as “B.A.R.K.” Students will become familiar with B.A.R.K. throughout the year, and will be rewarded for displaying its attributes with recognition awards and Gold Cards.

**We Practice BARK at CREC Academy of Science and Innovation**

**BELIEF**

Believe in yourself

Believe that you are important

Believe that you can accomplish anything

Believe that there are people who love you

Believe that you can make a difference in this world

Believe that there are people who want to help you

Believe you are the best!!!

**AWARENESS**

Aware of your family

Aware of your community and friends

Aware of the goals you must set for yourself

Aware of the consequences to the decisions of the things you do

Aware of those who will help you achieve your goals

Aware that your life is what you make of it

Aware that there are people who love you!!!

**RESPECT**

Respect yourself

Respect your family

Respect is earned each and every day

Respect the rights and decisions of others even if they are different than yours

Respect those who are older than you

Respect your school and teachers

Respect is the key to your future

**KINDNESS**

Do the right thing

Be helpful without being told to be

Offer to do things for free - volunteer to help

Be kind to yourself - You must learn to love yourself before you can love others

No one stands so tall when they stoop to help a child

Be kind to all people and kindness will find you

Open your heart!

**Student Nutrition and Physical Activity**

**(Student Wellness Policy)**

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

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

**Goals for Nutrition Promotion and Education**

The goals for addressing nutrition education include the following:

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

**Goals for Physical Education and Activity**

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

* Schools will support and promote an active lifestyle for students.

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* Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students’ knowledge, offers

direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.

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

**Nutrition Guidelines for Foods Available in Schools**

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

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**Reimbursable School Meals**

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

**Marketing**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of

promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the CREC wellness policy.

**Food Exemptions**

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

**Community Input**

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

The Executive Director or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the student wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of health and/or physical education, school health professionals, members of the CREC Council, school administrators, and the public.

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

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**Monitoring**

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

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

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

**Evaluation of Wellness Policy**

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

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

The Student Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and CREC’s website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school’s progress in meeting the wellness policy goals; summary of each school’s wellness events or activities; contact

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information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10‑215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-221 Boards of education to prescribe rules, policies and procedures.

10‑215b Duties of state board of education re: feeding programs.

10-215e Nutrition standards for food that is not part of lunch or breakfast program.

10-215f Certification that food meets nutrition standards.

10-221o Lunch periods. Recess.

10-221p Boards to make available for purchase nutritious, low-fat foods.

10-221q Sale of beverages.

PA 04-224 An Act Concerning Childhood Nutrition in Schools,

Recess and Lunch Breaks

PL 108-265 Child Nutrition and WIC Reauthorization Act of 2004

USDA Regulations

10-221o Lunch periods. Recess. (as amended by P.A. 12-116, An Act Concerning Educational Reform; as amended by P.A. 13-173, An Act Concerning Childhood Obesity and Exercise in Public Schools)

Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy Adopted: March 31, 2006 CAPITOL REGION EDUCATION COUNCIL

Policy Revised: March 17, 2010 Hartford, Connecticut

Policy Revised: November 20, 2013

Policy Revised: June 21, 2017

**Appendix: Handbook Required Inclusions**

**Asbestos**

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building’s occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the school office.

**Bullying**

Public Act No. 11-232 defines bullying as:  (A) the **repeated** use by one or more students of a written, oral, or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or (B) a **physical act or gesture** by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes **physical or emotional harm** to such student or damage to such student’s property, (ii) places such student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (iii) creates a **hostile environment** at school for such student, (iv) **infringes on the rights** of such student at school, or (v) **substantially disrupts the education process** or the orderly operation of a school. Public Act No. 11 – 232 clearly indicates that bullying may occur: on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, as well as outside of the school setting. Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying. Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action.  The complaint procedure is also posted on the District’s website and the school website.

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report. The Safe School Climate Specialist is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school.

**Child Abuse**

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

**English Language Learner Students**

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

**Equal Opportunity**

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

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

**Health Services Information**

**Administration of Medication**

Parents 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). All medication must be in original container with proper labels. In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician’s, dentist’s or advanced practice registered nurse’s statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an epipen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child’s asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required. A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.

A school nurse, or in the absence of the nurse, a “qualified school employee” may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child. A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physical are required.

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

**Immunizations and Physicals**

In order to provide the best educational experience, school personnel must understand your child’s health needs. School health forms request information from you (Part I) which will also be helpful to the health care provider when he or she completes the medical evaluation form (part II). State law requires complete primary immunizations and a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse or a registered nurse licensed pursuant to chapter 378, a physician assistant licensed pursuant to chapter 370, a school medical advisor or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to school entrance in Connecticut (C>G>S Secs. 10-204a and 10-206). An immunization update and additional health assessments are required in the 6th or 7th grade and in the 9th and 10th grade. This form may also be used for health assessments required every year for students participating in sports teams. Those participating in sports teams must have a physical every year and updated health form prior to participation.

**Psychotropic Drugs**

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

**Homeless Students**

Under the McKinney Vento Federal Act Homeless students are defined as those lacking a “fixed, regular and adequate nighttime residence”. Students meeting this definition are protected and have the right to maintain their educational placement, are eligible for free school meals and for Title 1A services. If you believe your family meets this definition, please contact Mrs. Dauch, our school Liaison For Homeless Students or the CREC District Liaison, Carole Kerkin.

**Military Families**

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

**Parent Involvement/Communications**

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child’s school activities and with the District’s academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged. All CREC Magnet Schools now have a home school compact which will be made available to you. We encourage you to read this document thoroughly. Please contact your school’s Parent Liaison (Mrs. Amaturo) if we may be of any assistance to you.

**Pesticide Application**

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)’s school assignment area may contact Douglas Henley.

**Student Records**

A student’s school records are confidential and are protected by federal and state law from unauthorized inspection or use. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

**Discipline and Punishment**

**Policy Statement**

The CREC Council believes that good student behavior in a school is extremely important in creating the kind of educational environment in which students will be able to realize their greatest opportunities for growth. Good discipline habits assume consideration for the rights and privileges of others, cooperation with all personnel in the school community, and basic self-respect as well as respect for real and personal property, pride in one’s work and achievement within one’s ability.

The development of good discipline practices is an on going interactive process that begins early in a child's life and continues throughout his/her life. The school becomes a critical part of this process because it has the responsibility of teaching and guiding children toward achieving and inculcating good self discipline. However, if the process is to be successful, the school and the home must work together in an effort to help and guide children toward achieving good self discipline.

The purpose of this Discipline Policy is to encourage accountability for one's behavior and to assist students in recognizing and learning the proper decisions which will lead to learning to become an independent and productive member of our democratic society.

In applying reasonable disciplinary measures, administrators and staff are encouraged to use their expertise and knowledge of individual students in light of the facts and circumstances accompanying acts or incidents in question. Such measures may involve, but are not limited to, removal, suspension, or expulsion. Whatever measure is employed, the discipline must always be fair and dignified.

All disciplinary incidents, including removal from the classroom for over 90 minutes, are to be properly entered into the State approved reporting system.

**Article I - Disciplinary Procedures - Overview**

1.1 When minor violations occur, the usual procedure will be a discussion of the problem with the student and counseling of the student to eliminate repetition of the violation.

1.2 Repeated minor occurrences or a serious violation should lead to a parental conference.

1.3 When these measures prove ineffective, other disciplinary measures (i.e. - removal from classroom, suspension or expulsion) may be warranted and imposed by the school principal, his/her designee, the Executive Director and/or the Council.

**5144 (b)**

**Students**

**Discipline and Punishment** (continued)

**Article II - Removal**

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

2.1 The Council authorizes teachers, with the approval of the school principal, or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom. However, no student shall be removed from class more than six times in any one school year nor more than twice in one week unless the student is granted an informal hearing by the school principal or his/her designee in accordance with Article V.

2.2 Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefore.

2.3 Each teacher shall maintain an individual student log of disciplinary action in accordance with a designated form. The teacher shall provide the original copy of such log to the school principal when referring a student for disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal must consider the case an in-school suspension or suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.

2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of the removal.

**Article III - In-School Suspension**

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

**5144 (c)**

**Students**

**Discipline and Punishment** (continued)

**Article III - In-School Suspension** (continued)

3.1 **During an in-school suspension:**

a. The student must report on time to the in-school suspension room. Students who do not complete their assignments during their in-school suspension will be given additional time of in-school suspension up to an aggregate of five (5) consecutive school days.

b. Special assignments must be completed by the student and returned to the Assistant Principal’s office, or the school principal’s designee.

c. Except for lunch, no student is allowed to leave the in-school suspension room unless either an emergency exists or the student is granted permission by the teacher in charge of in-school suspension.

d. Uncooperative students are to be reported to the office immediately.

e. Additional classroom work may be assigned by the teacher in charge of in-school suspension when appropriate.

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

**Article IV - Suspension**

**Suspension -** means exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days or a total of fifty (50) days in one school year. A suspension shall not extend beyond the end of the school year in which the suspension was imposed. For purposes of reporting, partial day removals are to be included when determining the number of days a student has been suspended.

4.1 Unless an emergency situation requiring the student's immediate exclusion exists, the school principal shall observe the procedures set forth in Articles V and VI, in all actions which may lead to suspension. In the event of an emergency, the procedure must be initiated as soon after the cessation of the emergency as possible, but no later than seventy-two (72) hours after the exclusion.

4.2 No student shall be suspended prior to having an informal hearing before the school principal or his/her designee, in accordance with Article V.

**5144 (d)**

**Students**

**Discipline and Punishment** (continued)

**Article V - Informal Hearing Process**

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

5.1 Prior to a suspension, the student will be informed of the charges which have been posed.

5.2 The student will meet with the school principal or his/her designee to review the incident.

5.3 The student shall be granted an opportunity to refute the charges against him/her.

5.4 Based on the information provided to the school principal or his/her designee, the school principal or his/her designee shall make a decision. However, the school principal, if he/she deems it necessary shall investigate the matter further prior to making a decision. Upon completion of the investigation, the school principal or his/her designee shall make a decision.

5.5 The school principal or his/her designee shall inform the student and his/her parent or guardian of the disciplinary action imposed within a reasonable period of time.

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

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

6.1 The school principal or designee shall make every effort to immediately notify the parents and/or guardians at the last phone number(s) provided to the school by the parents and/or guardians of the student about the student's action and state the cause(s) leading to the school action.

6.2 Whether or not telephone contact is made with the parent, the school principal or his/her designee shall notify the parents and/or guardians in writing at the most recent address reported on school records within one school day of the action and shall offer the parent an opportunity for a conference to discuss the matter.

6.3 If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.

6.4 Any student who is given an in-school suspension or is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of in-school suspension or suspension.

**5144 (e)**

**Students**

**Discipline and Punishment** (continued)

**Article VII - Expulsion**

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

7.1 The L.E.A. may expel a student from school if, after a hearing, the Board finds that his/her conduct endangers persons or property, or whose conduct on or off school grounds is seriously disruptive of the educational process, or is violative of a publicized school policy.

7.2 In the event that a school principal or other school personnel has reason to believe that the student has engaged in conduct that endangers persons or property, conduct, on or off school grounds, that is seriously disrupting of the educational process or is violative of a publicized school policy, the school principal or his/her designee shall conduct an investigation into the matter.

7.3 If, after completing the investigation, the school principal determines that grounds for expulsion exist, he/she shall forward such request to the Superintendent of the local school district after consultation with the Assistant Executive Director within five (5) days of the conclusion of the investigation.

**Article VIII - Actions Leading to Suspension or Expulsion**

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

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

a. Striking or assaulting a student or any member of the school staff.

b. Theft or knowingly possessing stolen goods.

c. Using obscene gestures, racial slurs or abusive language directed at a member of the school staff or other students.

d. Participating in walkouts from, or sit-ins within a classroom or school building.

e. Attempts at extortion or intimidating school staff or other students.

f. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.

g. Possession of drug paraphernalia.

**5144(f)**

**Students**

**Discipline and Punishment** (continued)

**Article VIII - Actions Leading to Suspension or Expulsion** (continued)

h. Possession of cigarettes and/or other types of tobacco.

i. Destruction of school property or personal property.

j. Misbehavior on a school bus.

k. Class truancy.

l. Possession of electronic devices.

m. Unauthorized use or misuse of computers or other technological equipment.

n. Possession of a remotely activated paging device (unless the student obtains written permission from the school principal for possession and use of the device).

o. Sexual harassment, harassment and hazing.

p. Leaving school without permission.

q. Misconduct of a nature that threaten the safety of school property or the welfare of the persons who work or study therein.

r. Refusal to give name or giving a false name to teacher, refusal to obey or insolence towards a member of the school staff.

s. Violation of smoking, dress, attendance or transportation regulations.

t. Gambling.

u. Accumulation of minor offenses.

v. Throwing snowballs, rocks, sticks, food, etc.

w. Failure to stay for detention.

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

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

**Article IX - Actions Leading to Mandatory Expulsion**

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

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

**5144 (g)**

**Students**

**Discipline and Punishment** (continued)

**Article X - Special Education Students**

10.1 If removals from school are to be utilized with special education or 504 students as part of a comprehensive behavior management system, they must be reflected in a Behavior Intervention Plan and discussed at a PPT or 504 meeting.

10.2 Prior to conducting an expulsion hearing for a student requiring special education and related services, an IEP team (PPT) shall convene to determine whether the misconduct was caused by the student's disability. A student may be suspended for up to 10 days pending the IEP team (PPT) determination.

10.3 If it is determined that the misconduct was caused by the student's disability, the student shall not be expelled. Rather, the IEP team (PPT) shall consider the student’s misconduct and modify the student's individualized education program to address the misconduct and to prevent a recurrence of such conduct and to ensure the safety of other students and staff in the school.

10.4 If it is determined that the misconduct was not caused by the student's disability, the student may be expelled in accordance with the provisions set forth in Article VII.

10.5 Whenever a student requiring special education and related services is expelled, an alternative educational opportunity, consistent with the student's educational needs will be provided during the period of expulsion, as determined by the IEP team (PPT) chaired by the LEA in light of such expulsion and the student’s IEP. The services must continue to the extent determined necessary to enable the disable student to appropriately advance in the general curriculum and to advance toward achieving the goals of his/her IEP.

* + 1. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing under C.G.S. 10-76h to contest an expulsion under 10.4 above or a proposed change in placement 10.3, unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in his/her then current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order or by the decision of a hearing officer.

**5144 (h)**

**Students**

**Discipline and Punishment** (continued)

**Article X - Special Education Students** (continued)

* + 1. Notwithstanding the provisions of the preceding 10.6, a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

10.8 In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

**5144 (i)**

**Students**

**Discipline and Punishment** (continued)

**Article XI - Alternative Education**

11.1 Any student under sixteen years of age who is expelled shall be offered an alternative educational opportunity during the period of expulsion.

11.2 Any student expelled for the first time who is between the ages of sixteen and eighteen and who wishes to continue his/her education shall be offered an alternative educational opportunity. Such alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least sixteen years of age in an adult education program.

11.3 If a student between the ages of sixteen and eighteen had been expelled on a previous occasion, the Board has no obligation to offer the student an alternative education opportunity. Accordingly, the Board shall count the expulsion of a student when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such student when he/she is between the ages of sixteen and eighteen.

11.4 Notwithstanding the provisions of Section 11.1 concerning the provision of an alternative educational opportunity for students between the ages of sixteen and eighteen, the Board is not required to offer such alternative to any student between the ages of sixteen and eighteen who is expelled because of:

a. conduct which endangers persons if it is determined at the expulsion hearing that the conduct for which the student is expelled involved:

(1) carrying a firearm, deadly weapon or dangerous instrument, or introducing such firearm, deadly weapon or dangerous instrument onto school property or at a school-sponsored activity; or

(2) offering for sale or distribution on school property or at a school-sponsored activity a controlled substance, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties.

**5144 (j)**

**Students**

**Discipline and Punishment** (continued)

**Article XI - Alternative Education** (continued)

11.5 If a student is expelled for possession of a firearm or deadly weapon, the local Board will report the violation to the local police department.

11.6 Notwithstanding the above, an alternative education opportunity shall be offered to students requiring special education and related services in accordance with Article X, Section 10.4 and state and federal law.

**Article XII - Cumulative Records**

12.1 Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. The notice, except for notice of an expulsion based on possession of a firearm or deadly weapon shall be expunged from the cumulative educational record by the Board if a student graduates from high school.

**Article XIII - Withdrawal From School**

13.1 Whenever a student against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision rendered pursuant to this section:

a. Notice of the pending expulsion hearing shall be included on the student’s cumulative educational record; and

b. The local Board shall complete the expulsion hearing and render a decision.

**5144 (k)**

**Students**

**Discipline and Punishment** (continued)

Legal Reference: Connecticut General Statutes

4-177-4-180. Contested cases. Notice. Record.

10-233a-10-233e. Suspension and expulsion of students.

10-233f In-School suspension of pupils.

*Honig v. Doe.* (United States Supreme Court 1988)

Policy adopted: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL

Revised: June 20, 2007 Hartford, Connecticut

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**Students**

**Discipline**

All disciplinary incidents, including removal from the classroom for over 90 minutes, are to be properly entered into the State-approved reporting system.

**Article I - Disciplinary Procedures - Overview**

1.1 When minor violations occur, the usual procedure will be a discussion of the problem with the student and victim, if identifiable, and counseling of the student to eliminate repetition of the violation. Parents should be invited to participate in the discussion.

1.2 When these measures prove ineffective, other disciplinary measures (i.e. - removal from classroom, suspension or recommendation for expulsion) may be warranted and imposed by the school principal, his/her designee, the Executive Director and/or the Council.

1.3 Unless an emergency situation requiring the student's immediate exclusion exists, no student shall be excluded from participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment. No student shall be required to engage in physical activity as a form of discipline or punishment.

**Article II - Removal**

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

2.1 The Council authorizes teachers, with the approval of the school principal or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom. However, no student shall be removed from class more than six times in any one school year, nor more than twice in one week, unless the student is granted an informal hearing by the school principal or his/her designee in accordance with Article V.

2.2 Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefor.

2.3 Each school or program shall maintain an individual student log of disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal/designee or program director must consider the case an

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in-school suspension or out-of-school suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.

2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations, that such student missed during the period of the removal. In addition, a processing procedure with the student will occur, in order to identify the harm done to the victim(s) and/or community and to establish a method of restitution.

2.5 Unless an emergency situation requiring the student's immediate exclusion exists, no student shall be excluded from participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment.

**Article III - In-School Suspension**

**In-School Suspension -** means an exclusion from regular classroom activities for no more than ten (10) consecutive school days. In-school suspension does not involve exclusion from school. An in-

school suspension shall not extend beyond the end of the school year in which the in-school suspension was imposed.

Except as provided in Article IV, below, all suspensions of students shall be in-school suspensions.

3.1 **During an in-school suspension:**

a. The student must report on time to the in-school suspension room. Students who do not complete their assignments during their in-school suspension will be given additional time of in-school suspension up to an aggregate of ten (10) consecutive school days.

b. Special assignments must be completed by the student and returned to the Assistant Principal’s office, or the school principal’s designee.

c. Except for lunch, no student is allowed to leave the in-school suspension room unless either an emergency exists or the student is granted permission by the teacher in charge of in-school suspension.

d. Uncooperative students are to be reported to the office immediately.

e. Additional classroom work may be assigned by the teacher in charge of in-school suspension when appropriate.

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

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**Article IV – Out-of-School Suspension**

**Out-of- School Suspension -** means exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days or a total of fifty (50) days in one school year. An out-of-school suspension shall not extend beyond the end of the school year in which the

suspension was imposed. For purposes of reporting, partial day removals are to be included when determining the number of days a student has been suspended.

4.1 A student in grades preschool to two may be given an out-of-school suspension if, during the hearing held pursuant to Article V, below, it is determined that such suspension is appropriate based on evidence that the student conduct on school grounds is of a violent or sexual nature that endangers persons.

A student in grades three to twelve may be given an out-of-school suspension if, during the hearing held pursuant to Article V, below, it is determined that a) the student poses such a danger to persons or property or such a disruption of the educational process that (s)he shall be excluded from school; or b) an out-of –school suspension is appropriate based on

evidence of (i) previous disciplinary problems that have led to suspension or expulsion, and (ii) efforts to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

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

4.4 All recommendations for out-of- school suspensions must be approved by CREC Central administrative staff.

**Article V - Informal Hearing Process**

The following procedures shall be followed in the event that the school determines an out-of-school suspension may be warranted:

5.1 Prior to an out-of-school suspension, the student shall be informed of the charges which have been posed.

5.2 The student shall meet with the school principal or his/her designee to review the incident.

5.3 The student shall be granted an opportunity to refute the charges against him/her.

5.4 Based on the information provided, the school principal or his/her designee shall make a decision. The school principal or his/her designee, if he/she deems it necessary, shall

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investigate the matter further, and, upon completion of the investigation, shall make a decision.

5.5 The school principal or his/her designee shall inform the student and his/her parent or guardian of the disciplinary action imposed within a reasonable period of time.

**Article VI - General Procedure Governing In-School Suspensions and Out-of–School Suspensions**

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

6.1 The school principal or his/her designee shall make every effort to immediately notify the parents and/or guardians at the last phone number(s) provided by them to the school about the student's action and state the cause(s) leading to the school action.

6.2 Whether or not telephone contact is made with the parents or guardians, the school principal or his/her designee shall notify the parents or guardians in writing at the most recent address reported on school records within one school day of the action and shall offer them an opportunity for a conference to discuss the matter.

6.3 If a student is eighteen years of age or older, any notice required by this regulation shall also be given to the student.

6.4 Any student who is given an in-school suspension or an out-of-school suspension shall be given an opportunity to complete any class work, including, but not limited to, examinations, which such student missed during the period of suspension.

**Article VII - Expulsion**

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

7.1 The CREC Superintendent of Schools or his/her designee shall recommend expulsion proceedings to sending districts in all cases involving any of the following students:

1) a preschool student was in possession of a firearm, as defined in 18 USC 921, on or off school grounds or at a preschool program-sponsored event; or

2) a student in grades Kindergarten to twelve on school grounds or at a school-

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sponsored activity, (a) was in possession of a firearm, as defined in 18 USC 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S 53a-3; or (b) off school grounds, possessed a firearm or possessed and used such a firearm, instrument or weapon in the commission of a crime; or (c) on or off school grounds, offered for sale or distribution a controlled substance, as defined in C.G.S 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties under C.G.S. 21a-277 and 21a-278; or

3) a student in grades three to twelve, on school grounds or at a school-sponsored activity has engaged in conduct that endangers persons or property, is seriously disruptive of the educational process or is violative of a publicized school policy; or, off school grounds has engaged in conduct that is seriously disruptive of the educational process and is violative of a publicized school policy

7.2 If, after completing investigation, a school principal or his/her designee determines that grounds for expulsion exist, he/she shall forward a recommendation for expulsion to the Superintendent of CREC Schools.

7.3 The CREC Superintendent of Schools shall forward the recommendation to the sending LEA, if determined to be necessary and appropriate.

**Article VIII - Actions Leading to Suspension or Recommendation for Expulsion**

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

The following acts shall be grounds for disciplinary action, up to and including, recommendation for expulsion:

a. Striking or assaulting a student or any member of the school staff.

b. Theft or knowingly possessing stolen goods.

c. Using obscene gestures, racial slurs or abusive language directed at a member of the school staff or other students.

d. Participating in walkouts from, or sit-ins within a classroom or school building.

e. Attempts at extortion or intimidating school staff or other students.

f. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.

g. Possession of drug paraphernalia.

h. Possession of cigarettes and/or other types of tobacco.

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i. Destruction of school property or personal property.

j. Misbehavior on a school bus.

k. Class truancy.

l. Possession of electronic devices.

m. Unauthorized use or misuse of computers or other technological equipment.

n. Possession of a remotely activated paging device (unless the student obtains written permission from the school principal for possession and use of the device).

o. Sexual harassment, harassment and hazing.

p. Leaving school without permission.

q. Misconduct of a nature that threatens the safety of school property or the welfare of the persons who work or study therein.

r. Refusal to give name or giving a false name to teacher, refusal to obey or insolence towards a member of the school staff.

s. Violation of smoking, dress, attendance or transportation regulations.

t. Gambling.

u. Accumulation of minor offenses.

v. Throwing snowballs, rocks, sticks, food, etc.

w. Failure to stay for detention.

8.2 The above noted list is not exhaustive and students may be disciplined, up to and including being recommended for expulsion, for other forms of conduct, on school grounds, school transportation, or at a school-sponsored activity, that endangers person or property, is seriously disruptive of the educational process, or violates a publicized school policy; or conduct, off school grounds, that violates a publicized school policy and is seriously disruptive of the educational process.

8.3 The CREC Council considers conduct which is “seriously disruptive of the educational process” to mean conduct that “markedly interrupts or severely impedes the day‑to-day operations of a school”, in addition to being violative of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat, off school grounds, to kill or hurt a teacher or student.

8.4 In determining whether off-school grounds conduct is “seriously disruptive of the educational process,” the administration may consider, but such consideration shall not be limited to, (l) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in Section 29‑38 and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

8.5 Discipline may result when: l) the incident was initiated in the school or on school grounds, or 2) the incident occurred or was initiated off‑school grounds and non‑school time; if after the occurrence there was a reasonable likelihood that return of the student would have a

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disruptive effect on the school’s educational process by threatening:

1. The school's orderly operations;
2. The safety of the school property;
3. The welfare of the persons who work or study there.

Off‑school grounds misconduct that may result in discipline includes, but is not limited to:

1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. 53a‑3, 53-206, and 29-35)
2. Use, possession, sale, or distribution of illegal drugs
3. Violent conduct
4. Making of a bomb threat
5. Threatening to harm or kill another student or member of the staff.
6. Engaging in activity that has the reasonable likelihood of threatening the health, safety or welfare of individuals at the school, endangering school property, and/or disrupting the educational process.

For example, if it is determined that a student's use or possession of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school, discipline up to and including suspension and/or recommendation for expulsion may be imposed. The standard to be applied in considering disciplinary action is whether the off‑school grounds conduct will markedly interrupt or severely impede the day‑to‑day operation of a school.

**Article IX - Special Education/ Section 504 Students**

9.1 Students requiring special education and related services may be disciplined in accordance with applicable federal and state law.

9.2 If removals from school are to be utilized with special education or Section 504 students as part of a comprehensive behavior management system, they must be reflected in a Behavior Intervention Plan and discussed at a PPT or Section 504 meeting.

9.3 Prior to recommending expulsion for a student requiring special education and related services or with a Section 504 Plan, a PPT or Section 504 team shall convene to determine whether the misconduct was a manifestation of the student's disability. A student may be suspended for up to 10 days pending the PPT or Section 504 team determination.

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9.4 If, in the case of a student requiring special education and related services or having a Section 504 Plan, it is determined that the misconduct was a manifestation of the student's disability, the student shall not be recommended for expulsion. Rather, the PPT or Section 504 Team shall consider the student’s misconduct and modify the student's individualized education program (IEP) or 504 Plan to address the misconduct and to prevent a recurrence of such conduct and to ensure the safety of other students and staff in the school.

9.5 If it is determined that the misconduct was not caused by the student's disability, the student may be recommended for expulsion in accordance with the provisions set forth in Article VII.

9.6 Whenever a student requiring special education and related services is expelled, an alternative educational opportunity, consistent with the student's educational needs, as determined by the PPT chaired by the LEA in light of such expulsion and the student’s IEP, will be provided by the sending LEA during the period of expulsion. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general curriculum and to advance toward achieving the goals of his/her IEP.

9.7 Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing under C.G.S. 10-76h to contest a recommendation for expulsion under 9.5 above, or a proposed change in placement under Section 9.4, above, unless the parents (or student if eighteen years of age or older) and the district otherwise agree, the student shall stay in his/her then current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order or by the decision of a hearing officer.

**Article X - Cumulative Records**

10.1 Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record which is the responsibility of the sending LEA. The notice, except in the case of an expulsion based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if a student graduates from high school.

**Article XI- Withdrawal From School**

11.1 Whenever a student against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision is rendered:

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a. Notice of the pending expulsion hearing shall be included on the student’s cumulative educational record; and

b. The sending LEA shall complete the expulsion hearing and render a decision.

**Article XII – Notification**

12.1 The CREC Council shall, at the beginning of each school year, notify the parent or guardian of minor students registered in the district of the rules of the district pertaining to student discipline.

13.2 The Principal of each school/program shall take steps to insure that all rules pertaining to the discipline of students are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school/program.

Regulation approved: March 16, 2016 CAPITOL REGION EDUCATION COUNCIL

Hartford, Connecticut