



STUDENT & PARENT HANDBOOK
2025-2026



Academy of Science and Innovation Administration

Position	Name	Email
Principal	Karen Mooney	kmooney@crec.org
Assistant Principal MS	Tony Ramos, Ed.D.	tramos@crec.org
Assistant Principal HS	Royston Jordan	rjordan@crec.org
Dean of Students MS	Frank Cardona	fcardona@crec.org
Dean of Students HS	Kerry-Ann Rhoden	krhoden@crec.org

Important School Contacts

Admin. Assist.	Evelyn De La Cruz	edelacruz@crec.org
Main Office	Alicea Perez	aperez@crec.org
Office Assist.	Julie Soule	jsoule@crec.org
Lottery Coordinator/Registrar	Chyane Colon	ccolon@crec.org
Family Engagement	TBD	
Counseling Assist.	Rachel Sclare	rsclare@crec.org
Athletic Director	Kate Scalia	kscaliam@crec.org
Nurse	Amy Anderson	amyanderson@crec.org
Nurse	Kimberly Leslie	kleslie@crec.org

School Counselors and Social Workers

Team leader/Counselor 9	Jennifer Asmar	jasmar@crec.org
Counselor	Justin Escobales	jescobales@crec.org
Counselor	Katie Mangione	kmangione@crec.org
Counselor	Erin Strazzula	estrazzula@crec.org
Social Worker	Michelle Lopez	mlopez@crec.org
Social Worker	Sarah Mucci	smucci@crec.org
Social Worker	Lenore Bailey	lbailey@crec.org
School Psychologist	TBD	

Team Leaders

6 th Grade	Brian Martin	bmartin@crec.org
7 th Grade	Danni Holyst	dholyst@crec.org
8 th Grade	Raymond Marchin	ramarchinkoski@crec.org
9 th Grade	Jen Buchheit	jbuchheit@crec.org
10 th Grade	Jessica Hatch	jhatch@crec.org
11 th Grade	Andrew Decoster	adecoster@crec.org
12 th Grade	Scott Miller	smiller@crec.org

Departments

Counseling	Jennie Asmar	jasmar@crec.org
Intervention	Kathleen Askintowicz	kaskintowicz@crec.org
ELA 6-8	Crystal Hamer	chamer@crec.org
ELA 9-12	Stacy O'Donnell	sodonnell@creg.org
Math 6-12	Michael Buckland	mbuckland@crec.org
Science 6-8	Michael Kane	mkane@crec.org
Science 9-12	Michelle Seratowski	mseratowski@crec.org
Social Studies	Gregory Person	gperson@crec.org
SSW	Michelle Lopez	mlopez@crec.org

SPED 6-12	Tony DeVito	tdevito@crec.org
World Language/MLL	Catherine Beck	cbeck@crec.org
UA-1	Jeff Warner	jwarner@crec.org
UA-2	Matt Lance	mlance@crec.org

Parent and Student Handent Hamd

CREC Magnet Schools District Calendar 2025-2026

August 2025 (3)						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
²⁴ / ₃₁	25	26	27	28	29	30

September 2025 (21)						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Important Dates

Aug. 18-20	Teachers Academy
Aug. 21, 25, 26	Professional Learning
Aug. 22	Fall Staff (CREC employees only)
Aug. 27	Early Dismissal—FIRST DAY OF SCHOOL Professional Learning (no aftercare)
Sept. 1	No School—Labor Day
Sept. 10-12	Elementary Only Early Dismissal—Family Welcome Conferences
Sept. 17	Early Dismissal—Professional Learning (no aftercare)
Oct. 13	No School—Indigenous Peoples' Day
Oct. 22	Early Dismissal—Professional Learning
Nov. 4	No School—Election Day, Professional Learning
Nov. 11	No School - Veterans' Day (Observed)
Nov. 26	Early Dismissal (no aftercare)
Nov. 27-28	No School—Thanksgiving Holiday
Dec. 10-11	Early Dismissal—Elementary and Secondary School Family-Teacher Conferences
Dec. 12	Early Dismissal
Dec. 23	Early Dismissal (no aftercare)
Dec. 24-Jan. 5	No School—Winter Break
Jan. 6	No School - Three Kings Day
Jan. 14	Early Dismissal - Professional Learning
Jan. 19	No School—Martin Luther King, Jr. Day
Feb. 16-17	No School—Presidents' Day and Break
Feb. 18	No School—Professional Learning
March 11-12	Early Dismissal—Elementary and Secondary School Family-Teacher Conferences
March 13	Early Dismissal
March 18	Early Dismissal—Professional Learning
April 3	No School—Good Friday
April 13-17	No School—Spring Break
April 29	Early Dismissal—Professional Learning (no aftercare)
May 25	No School—Memorial Day
May 27	Early Dismissal—Professional Learning
June 12	Early Dismissal—Last Day of School (Tentative) (no aftercare)
June 19	No School—Juneteenth (if in school)

October 2025 (22)						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025 (16)						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
²³ / ₃₀	24	25	26	27	28	29

December 2025 (17)						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026 (17)						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026 (17)						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026 (22)						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026 (16)						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026 (20)						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
²⁴ / ₃₁	25	26	27	28	29	30

June 2026 (10)						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Key

- Teachers Academy
- No School—Holiday/Break
- No School—Mandatory PL dates for all teachers
- Early Dismissal
- Early Dismissal/Elementary and Secondary School Family-Teacher Conferences

Secondary School Marking Periods
 1st Marking Period: August 27 – October 31 = 46
 2nd Marking Period: November 3 – January 23 = 45
 3rd Marking Period: January 26 – March 31 = 44
 4th Marking Period: April 1 – June 12 = 46

Makeup days/snow days will be added in June.
 A student's observance of a religious holiday is considered an excused absence.
 This calendar may be changed by CREC Council action or by inclement weather conditions.

Welcome to the Academy of Science and Innovation

The following 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 you in making the transition from grade to grade. In addition, the teachers hope to improve communication between your home and school.

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 Mission, Vision, & Core Values:

Mission: Equity, excellence, and success for all through high-quality educational services.

Vision: To become our member districts' primary resource to facilitate collaborative efforts that create equitable and sustainable educational opportunities, assist in maximizing district and regional resources, and advance successful educational practices for all learners at all ages.

Core Values:

- Expect Excellence
- Act with Courage
- Demand Equity
- Embrace Collaboration

District Goals

Goal 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 for deeper learning.

Goal 2: Mobilize a positive, collaborative, and productive culture where students are at the center of their learning.

Goal 3: Engage families and the community as active partners in the education of our students.

Goal 4: Maximize professional capital and cultivate innovation by supporting and empowering a diverse group of talented educators.

Academy of Science and Innovation

School Vision: CREC Academy of Science and Innovation High School is a dynamic and diverse science and technology-based learning 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 that our students will be college and career ready.

School Mission: Empower learning, unleash talent and lead a culture of creativity to solve global problems.

Innovative Solutions to Global Problems:

- Promote farming practices to combat global famine (Aquaponics, Hydroponics)
- Conserve and rebuild habitats (Environmental Engineering)
- 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...

- Our science, technology, and environmental themes are key components to developing 21st century learners who are college and career ready.
- A diverse school community enriches learning and promotes a collaborative and productive culture where students are valued, empowered, challenged, and recognized.
- Cultivating environmentally and socially conscious students, citizens, and future leaders.
- Success is dependent upon partnerships among students, staff, families, and the community.
- An educational community where everyone chooses to bring energy, passion, and a positive attitude.
- An education must be tailored to meet the individual needs of each student.
- Fostering teacher growth and effectiveness is directly linked to student achievement.

ASI Equity Statement:

Equity is demonstrated by an educational learning community that is inclusive of race, ethnicity, religion, sexual orientation, gender identity, and socioeconomic status. Equity at ASI means that every child receives whatever she/he/they needs to develop to her/his/their full academic and social potential to help them thrive every day.

Core Beliefs...

1. We believe education is a powerful means of disrupting and dismantling structural racism and fulfilling the promise of equal opportunity and success for all.
2. We believe in ensuring that all members of our diverse community are respected, appreciated, and treated fairly, by practicing ongoing self-reflection and action towards equitable practices for all groups represented at ASI.

Commitments (The Work We Are Prepared to Do)

1. Every student will be challenged by educators who embrace a culturally sound, accessible curriculum, inclusive instructional practices, and differentiated measures of achievement.
2. ASI provides access to opportunities, experiences, and resources that will equip our learning community members with the knowledge, skills, and actionable practices needed to combat injustices within our community.
3. ASI is committed to a school culture that fosters activism, clarity of purpose, and a sense of belonging among students, families, and staff.
4. We are creating a research-based, STEM-themed educational environment in which success is not predicated on identity. The voices and ideas of all stakeholders are heard, valued, and used to build systems and policies.
5. We provide our students with opportunities and the necessary support to be successful learners and to lead fulfilling, productive, and engaged lives.

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 Music, Art, Physical Education, Health, Engineering, and Technology Education.

Students will gain exposure to 3 separate pathways and in the 10th grade will choose one of the three pathways listed below:

- **Biotechnology Pathway** *“Heal the World, Fuel the World, Feed the World”*
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 bio molecular 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, and use less and cleaner energy, and have safer, cleaner and more efficient industrial manufacturing processes.
- **Environmental Engineering** *“Be a Force of Nature to Change Your World!”*
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** *“It’s your World, Take Control!”*
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.

Ravens R.E.A.D.

Did you know that a student's ability to read and comprehend texts at their grade level greatly affects their ability to be prepared for life after graduation? It is widely known that students who can read at or above their grade level are much more prepared for college and/or careers than students that struggle to understand what they read. Because of that, the CREC-Academy of Science and Innovation has embarked on a new initiative to help our students grow in their reading capabilities.

The Ultimate Goal: All students at ASI can say, with certainty, "I can understand what I read."

Our Inspirational Slogan: Ravens R.E.A.D.

Our Logo:



As part of this initiative, every Innovation student will take reading diagnostics and growth checks throughout the year to monitor where they are for their reading level, what areas they need to improve, and what strategies they can use to do that. By the end of it, we hope that the Innovation Ravens will improve their ability to:

- **R**emember
- **E**laborate
- **A**nnotate
- **D**raw Conclusion

This is an ambitious task, but we know our teachers, our students, and our families/community are up to the challenge. If we work together to focus on improving our reading comprehension, success is sure to follow!

***New Regular Daily Schedule**

Bell Schedule 2025-2026

Schedule Regular Day (Middle School)

<u>Times</u>	<u>Block</u>	<u>Day 16</u>	<u>Day 74</u>	<u>Day 52</u>	<u>Day 38</u>
		-			
<u>7:20-7:33</u>	<u>Arrival</u>				
<u>7:33-8:23</u>	<u>1</u>	<u>1</u>	<u>7</u>	<u>5</u>	<u>3</u>
<u>8:27-9:17</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>6</u>	<u>4</u>
<u>9:21-10:11</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>7</u>	<u>5</u>
*<u>10:15-11:15</u>	_____	<u>Lunch/Adv</u>	<u>Lunch/Adv</u>	<u>Lunch/Adv</u>	<u>Lunch/Adv</u>
<u>11:19 -12:09</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>8</u>	<u>6</u>
<u>12:13 -1:13</u>	<u>5</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>7</u>
<u>1:17-2:07</u>	<u>6</u>	<u>6</u>	<u>4</u>	<u>2</u>	<u>8</u>
<u>2:07-2:15</u>	<u>Dismissal</u>				

**Lunch Blocks and Advisory occur during this period*

Schedule Regular Day (High School)

<u>Times</u>	<u>Block</u>	<u>Day 16</u>	<u>Day 74</u>	<u>Day 52</u>	<u>Day 38</u>
		-			
<u>7:20-7:33</u>	<u>Arrival</u>				
<u>7:33-8:23</u>	<u>1</u>	<u>1</u>	<u>7</u>	<u>5</u>	<u>3</u>
<u>8:27-9:17</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>6</u>	<u>4</u>
<u>9:21-10:11</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>7</u>	<u>5</u>
<u>10:15-11:15</u>	<u>4</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>7</u>
<u>11:19 -12:09</u>	<u>5</u>	<u>4</u>	<u>2</u>	<u>8</u>	<u>6</u>
<u>*12:13-1:13</u>		<u>Lunch/Adv</u>	<u>Lunch/Adv</u>	<u>Lunch/Adv</u>	<u>Lunch/Adv</u>
<u>1:17-2:07</u>	<u>6</u>	<u>6</u>	<u>4</u>	<u>2</u>	<u>8</u>
<u>2:07-2:15</u>	<u>Dismissal</u>				

***Lunch Blocks and Advisory occur during this period**

Lunch Waves:

MS 1 - 10:15-10:44 (28 mins) 7th/8th Grade

MS 2 – 10:48-11:15 (27 mins) 6th Grade

HS 1– 12:13-12:41 (28 mins) 9th/10th Grade

HS 2– 12:45-1:13 (28 mins) 11th/12th Grade

Advisories:

MS 2 – 10:15-10:44 (28 mins) 6th Grade

MS 1 – 10:48-11:15 (27 mins) 7th/8th Grade

HS 2– 12:13-12:41 (28 mins) 11th/12th Grade

HS 1– 12:45-1:13 (28 mins) 9th/10th Grade

Half Day Schedule (High School and Middle School)

<u>Times</u>	<u>Block</u>	<u>Day 16</u>	<u>Day 74</u>	<u>Day 52</u>	<u>Day 38</u>
<u>7:20-7:33</u>	<u>Arrival</u>				
<u>7:33-8:33</u>	<u>1</u>	<u>1</u>	<u>7</u>	<u>5</u>	<u>3</u>
<u>8:37-9:07</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>6</u>	<u>4</u>
<u>9:11-9:41</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>7</u>	<u>5</u>
<u>9:45-10:15</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>8</u>	<u>6</u>
<u>10:19-10:45</u>	<u>5</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>7</u>
<u>10:45-10:50</u>	<u>Dismissal</u>				

Lunch Waves:

7th/8th -Block 2 -8:37-9:07 (Grab &Go)

6th - Block 3-(9:18-9:41)

9th - Block 3 -9:11-9:41 (Grab & Go)

10th- Block 4- 9:45-10:15 (Grab & Go)

11th-12th- Block-5-10:19-10:45 (Grab)

2-Hour Delay Schedule (Middle School)

Times	Block	Day 16	Day 74	Day 52	Day 38
9:20-9:33	Arrival				
9:33- 10:19	3	3	1	7	5
*10:23-11:2 3		Lunch/Adv	Lunch/Adv	Lunch/Adv	Lunch/Adv
11:27-12:13	4	4	2	8	6
12:17-1:17	5	5	3	1	7
1:21-2:07 2:07-2:15	6 Dismissal	6	4	2	8

**Lunch Blocks and Advisory occur during this period*

Lunch Waves:

MS 1 - 10:23-10:51 (28 mins) 7th/8th Grade

MS 2 – 10:55-11:23 (28 mins) 6th Grade

HS 1– 12:17-12:45 (28 mins) 9th/10th Grade

HS 2– 12:49-1:17 (28 mins) 11th/12th Grade

Advisories:

MS 2 – 10:23-10:51 (28 mins) 6th Grade

MS 1 – 10:55-11:23 (27 mins) 7th/8th Grade

HS 2– 12:17-12:45 (28 mins) 11th/12th Grade

HS 1– 12:49-1:17 (28 mins) 9th/10th Grade

2-Hour Delay Schedule (High School)

Times	Block	Day 16	Day 74	Day 52	Day 38
9:20-9:33	Arrival				
9:33- 10:19	3	3	1	7	5
10:23-11:23	5	5	3	8	6
11:27-12:13	4	4	2	1	7
*12:17-1:17		Lunch/Adv	Lunch/Adv	Lunch/Adv	Lunch/Adv
1:21-2:07 2:07-2:15	6 Dismissal	6	4	2	8

**Lunch Blocks and Advisory occur during this period*

Lunch Waves:

MS 1 - 10:23-10:51 (28 mins) 7th/8th Grade
 MS 2 – 10:55-11:23 (28 mins) 6th Grade
 HS 1– 12:17-12:45 (28 mins) 9th/10th Grade
 HS 2– 12:49-1:17 (28 mins) 11th/12th Grade

Advisories:

MS 2 – 10:23-10:51 (28 mins) 6th Grade
 MS 1 – 10:55-11:23 (27 mins) 7th/8th Grade
 HS 2– 12:17-12:45 (28 mins) 11th/12th Grade
 HS 1– 12:49-1:17 (28 mins) 9th/10th Grade

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 support to enhance student learning.

2025-2026 07/01/2025 - 06/30/2026				
<u>Semester 1</u> 08/27/2025 - 01/23/2026				
<u>Semester 2</u> 01/26/2026 - 06/12/2026				
<u>Trimester 1</u> 08/27/2025-11/21/25		<u>Trimester 2</u> 11/24/2025-03/06/2026		<u>Trimester 3</u> 03/09/2026-06/12/2026
<u>Quarter 1</u> 08/27/2025 - 10/31/2025		<u>Quarter 2</u> 11/03/2025 - 01/23/2026	<u>Quarter 3</u> 01/26/2026 - 03/31/2026	<u>Quarter 4</u> 04/01/2026 - 06/12/2026
<u>Progress Report</u> 10/03/2025	<u>Progress Report</u> 12/05/2025	<u>Progress Report</u> 02/27/2025	<u>Progress Report</u> 05/08/2025	
<u>S1</u> 08/27/2025- 10/17/2025	<u>S2</u> 10/20/2025- 12/12/2025	<u>S3</u> 12/15/2025- 02/20/2026	<u>S4</u> 02/23/2026- 04/17/2026	<u>S5</u> 04/20/2026- 06/12/2026

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. A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members through an online portal called signupgenius.com. 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 students 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 earn 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

Honors Recognition

Students who earn Honor Roll, High Honors or Honors with Distinction will be recognized at the grade level town hall meeting. Please check your child's report card to verify if your child has received Honors. Individual classroom teacher awards will also be given at this time.

GPA Grading 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

Standards- Based Grading

Traditional Grading System	Standards-Based Grading System
1. Based on assessment methods (quizzes, tests, homework, projects, etc.).	1. Based on learning goals and performance standards.
2. Assessments are based on a percentage system. Criteria for success may be unclear.	2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.	3. Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.
4. Everything goes in the grade book – regardless of purpose.	4. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.
5. Include every score, regardless of when it was collected. Assessments record the average – not the best – work.	5. Emphasize the most recent evidence of learning when grading.

Middle School Promotion and Retention

CREC encourages and insists on the highest quality of academic performance from all students. It expects excellence from its faculty and supports vigorously the teachers' demands for serious, substantial scholarship from students commensurate with their individual abilities. Instruction and instructional programs must provide maximum opportunity for students to progress through school according to their needs. The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student. All teachers must evaluate students' educational progress during the school year. This progress, or lack of progress, is communicated to the parent, through written progress reports and parent-teacher conferences. ***The final decision regarding placement or retention will be made by the principal.***

At the Academy of Science and Innovation, we hold the fundamental belief that students are done a great disservice when schools engage in the practice of social promotion. Social promotion is the practice of promoting students to the next grade level even when they have not learned the material they were taught or achieved expected learning standards.

- On a quarterly basis, student achievement will be assessed.
- Students not demonstrating academic achievement will meet with the school counselor and/or administrator
- A plan will be devised to address academic concerns with parents being notified in writing.
- At the close of quarter 3, parent meetings will be conducted with students who are in danger of retention.

High School Graduation Requirements

To graduate from the Academy of Science and Innovation a student must have satisfactorily earned a minimum of 26 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.

Requirements for High School Graduation

To graduate from the CREC Academy of Science and Innovation, a student must have earned a total of 26 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 **19** credits

To be a **junior**, you must have **13** credits

To be a **sophomore**, you must have **6** credits

*Policy on Course Failures/Mid-terms/Finals & Make-Up Work

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

- 1) Please be advised that this school year teachers will not be rolling up midterm or final exam grades to an average of **40%**. Students will receive the grade earned on their exams. **Seniors** will be exempt from final exams in any class where they have at least an A (90%) combined average. This applies to .5 credit courses for January exams and full year courses for June exams. Seniors will not be exempt from ASI's required Capstone course. **There are NO exemptions for freshmen, sophomores and juniors.**
- 2) With a teacher's permission a student may retake 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.

3)

Students may make up for 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 (UConn ECE)

The Academy of Science and Innovation is offering an ECE program for our students. UCONN Early College Experience (UConn 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. Academy of Science and Innovation is offering ECE courses in Biology, Environment Science, English Language, and English Composition. 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. For additional information visit: www.ece.uconn

UConn ECE Courses:

UConn ECE Health and Education in Urban Communities - EDLR 1162

UConn ECE Introduction to Academic Writing - ENGL 1004

UConn ECE Seminar and Studio in Writing and Multimodal Composition - ENGL 1007

UConn ECE Environmental Science- NRE1000E

UConn ECE Composition & Reading for Spanish Speakers- SPAN 3177

UConn ECE Exercise and Wellness for Everyone- KINS 1100

High School Advanced Placement (AP) Courses

Academy of Science and Innovation is offering Advanced Placement courses 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. Please refer to the “Program of Studies” for additional information.

AP Courses:

Biology

Calculus

Computer Science A

Computer Science Principles

English Language and Composition

English Literature and Composition

Environmental Science (Offered every other year)

Statistics (Offered every other year)

Psychology (Offered every other year)

US History (Offered every other year)

World History (Offered every other year)

AP Government (Offered every other year)

Add/Drop Policy

At the 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. Students must continue to attend class until the schedule change form is complete.

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

1. Discuss the change with the 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. Please note: All add / drops must take place within the 1st two weeks/ 10 days of the start of a new semes

Academic Integrity and Ethical Conduct Policy

This policy aims to promote a culture of academic honesty while supporting students in using AI tools responsibly to enhance their learning outcomes. Students are encouraged to seek guidance from teachers or school administration if they have any questions regarding the permissible use of AI in their academic work.

Definitions of Academic Dishonest Behavior

1. Cheating: Using or attempting to use unauthorized materials, assistance, or aids in an effort to gain an unfair advantage.
2. Plagiarism: Representing the words, ideas, works, or arguments of another person (in whole or part) as one's own.
3. Collusion: Allowing one's work to be copied or submitted and supporting in committing academic dishonesty.
4. Duplication: Presenting, submitting, and copying the same work for more than one course and for different assignments.

Examples of Academically Dishonest Behavior Include, But Are Not Limited To:

1. Presenting materials taken from books, periodicals, newspapers, or the internet without appropriate documentation.
2. Copying or allowing another student to copy homework, assessments, projects, book/lab reports, or assignments.
3. Unauthorized use of programmable technology or electronic translators in a manner not specified by the teacher.
4. Using notes, looking at another student's answers, or talking to another student during an assessment.
5. Unauthorized accessing, deleting, modifying, or transferring digital files/software/programs.
6. Fabricating or falsifying research data, stealing laboratory reports, and examination papers.
7. Attempting to receive credit by submitting the same work in two different classes

Guidelines on the Use of Artificial Intelligence (AI):

1. Students are encouraged to use AI tools to enhance their learning experience, research, and problem-solving skills.
2. The use of AI should be solely for educational purposes and must not involve unauthorized sharing of answers, materials, or works.
3. When utilizing AI for research or assignments, students must properly cite the sources and give credit to the original authors of the AI-generated content.
4. It is prohibited to use AI to generate or complete assignments that are meant to be the individual work of the student.
5. Students are responsible for understanding and adhering to their teachers' guidelines on the permissible use of AI in coursework.

Implications of Misusing Artificial Intelligence:

1. Misuse of AI tools, such as using AI-generated content without proper attribution or utilizing AI to engage in plagiarism, will be considered a form of academic dishonesty.
2. Consequences for academic dishonesty related to the misuse of AI may result in penalties outlined in the Academic Dishonesty Policy, including but not limited to failing grades, academic probation, or disciplinary action.

Consequences for Academic Dishonesty

Level One Offense

Violations will be addressed by the teacher in the classroom. Students who are caught engaging in academic dishonesty activities will receive a grade of 40 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 an assessment.
- 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.
- Submitting AI generated assignments and/or assessments that are meant solely to be the individual work of the student

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

Level Two Offense:

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

- Submitting essays/projects straight from books, periodicals, newspapers or the internet.
- Using an electronic device to receive or give questions and answers on an assessment.
- Submitting the same piece of work for more than one class.
- Copying entire essays/projects from another student.

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

Level Three Offense:

Violations are extreme and will be dealt with 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 assessment papers.

Attendance Policy and Procedures

Attendance

A consistent predictor of student success is a strong partnership between home and school. Families are encouraged to connect with ASI in a way that works best for them. Parents/guardians are urged to put a high priority on education and to encourage their children to do the same. In order to maximize available educational opportunities, student attendance is crucial.

We are aware that situations arise when students must be absent from school. If your child will be absent due to illness, observance of a religious holiday or another reason please contact our school via email at aperez@crec.org. Providing documentation upon your child's return to school will help us determine if the absence is excused or unexcused.

If there are extenuating circumstances that are preventing your child from getting to school daily, please contact us so that we can support your family in order to help your child be successful in school. Our Family Engagement and Community Specialist TBD, along with other school personnel, works with families to provide resources and support to address attendance concerns.

Attendance Expectations and Responsibilities

Students, Parents/ Guardians, and school staff all share responsibility for ensuring that students are at school and in class.

Teacher and Staff Expectations

- Teachers will accurately record attendance.
- The school will communicate with parents/guardians about student absences, tardies, and any other attendance concerns.
- Grade level teams of teachers will track and monitor student attendance and implement supports and interventions, as appropriate.
- School staff members will refer students in need of additional intervention to school administration and support staff.

- Administrators will enforce attendance policies and oversee related school committees and structures.

Student Expectations:

- Students are expected to attend every class, every day.
- Students are expected to limit absences as much as possible *and* keep track of all accumulated class and daily absences.
- Students are expected to communicate with teachers to make up any work missed during absences.

Parent / Guardians

- Parents/Guardians must stay in regular communication with the school about student attendance matters.
- Parents are encouraged to use the PowerSchool App and the PowerSchool Parent Portal to monitor and track their student's attendance.
- If needed, parents will be asked to attend meetings with school staff to address attendance concerns.

Types of Absences

The high school attendance policy recognizes three types of absences from school: Exempt, Appealable, and Unappealable. Exempt absences do not count towards credit loss. Appealable and Unappealable absences do count towards credit loss. Policies relating to loss of credit are discussed in greater detail in the section titled "Loss of Credit" which appears later in this document.

A.) **Exempt Absences** are documented absences that do NOT lead to loss of credit and do NOT need to be appealed. Students are allowed to make up missed work and apply it to their grade.

1. **Religious Holidays:** Absences as a result of observance of religious holidays must be documented with a parent/guardian note.
2. **Standardized Testing:** Attendance will be taken and documented by the school for any student who is engaged in standardized testing during the school day.
3. **College Acceptance Orientation:** An absence for a student attending an orientation to a college to which he/she has been accepted will not count towards loss of credit.
4. **Appointments with Student Support Staff:** A scheduled appointment made by student support staff will count as an Exempt Absence.

5. **Death in the Family:** For absences due to a death in the family, the parent/guardian must notify the school by providing documentation for the absence.

6. **Long Term Illness:** For students who are absent because of hospitalization or long term illness (three (3) or more consecutive school days), the parent/guardian must provide a physician's note (letterhead, signed, and dated) or other official documentation.

7. **Mandated Court Appearances:** For students who attend court or have been detained, the parent/guardian must notify the school either before the date or in writing when the student returns, and present official documentation from the court/authorities for the dates missed.

8. **Field Trips or School-Related Activities:** Absences relating to school activities may include, but are not limited to, field trips, early dismissal for participation in athletic events, and meetings with school personnel.

9. **Suspension:** For absences due to suspension, the parent/guardian will be notified of the suspension and the date when the student will be expected to return to school. The student must return on the indicated date.

10. **Mental Health Wellness Days** - As of July 1, 2021, all students attending public schools in the state of Connecticut are permitted to take two "Mental Health Wellness" days away from school. These days must be documented through a parent email to aperez@crec.org.

B. **Appealable Absences** are absences for which the school receives written documentation of the reason the student was absent, but do not meet the criteria of Exempt Absences. These absences MAY be appealable. Appealable absences count towards loss of credit, but allow for students to make up missed work and apply it to their grade.

1. **College Visits:** Parents/Guardians are asked to schedule all visits during school vacations or weekends.

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2. **Student-initiated Appointments:** Students should schedule appointments with a guidance counselor, social worker, or school psychologist before or after school or during a free period such as study hall or lunch. If a student chooses to make an appointment during regular class time, the student support professional will determine if the student-initiated appointment is appealable.

3. **Short Term Illness:** An absence due to an illness up to two (2) consecutive school days verified by a note from the parent/guardian or physician.

4. **Non-emergency Medical Visits:** Doctor and dental appointments should be scheduled for after-school hours. If after-school arrangements are not possible, then written notice from the physician is required for the absence to be considered for appeal. The physician's note must be presented to the principal or his/her designee upon the student's return to school.

5. **Family Vacations/Trips:** Discretion should be used in planning such events. CREC Magnet Schools strongly discourages travel outside of school vacation periods. Students and parents/guardians should realize that if extended vacations contribute to excessive absence, an appeal for reinstatement of credit will not be possible.

6. **Visits to Nurse:** Visits to the school nurse will count as Appealable absences if the student brings a pass from the teacher and the nurse deems the visit necessary.

7. **Early Dismissal:** Proper documentation for early dismissal will include official documentation from the school nurse or documentation from the parent/guardian including the reason that early dismissal is necessary.

8. **Other:** Other absences with official documentation or documentation from a parent/guardian.

C. **Unappealable Absences** are absences for which the school receives no documentation, documentation received beyond the ten (10) school days notification requirement, or absences that do not meet the criteria to be considered appealable. Unappealable absences count towards loss of credit. Students' grades may be impacted by work they have turned in.

1. **Class Cuts:** Absences from class without permission when a student is in school for the day.

2. **Leaving School Grounds:** Leaving school grounds without permission resulting in missed class time.

Documentation of Absences

For a student's first nine absences of a school year, guardians may excuse a student's absences with "unofficial" documentation in the form of an email or handwritten note.

- An email should be sent to aperez@crec.org or handed to the main office staff as a physical note.
- After a student has accumulated 10 or more absences, only "official" documentation will be accepted. This includes a note from a medical professional or court documentation.
- All documentation for absences must be received by the Academy of Science and Innovation Main Office within 10 days of the original absence to be considered for appeal.
- If documentation is not received within this time frame the absence will be unexcused and, therefore, unappealable.
- The student must present written documentation of an absence to the principal or his/her designee.
- See the section on resources below for more information

Attendance Actions Taken By School Staff

- Each CREC School has an attendance committee that is led by a school administrator
- Each day, CREC schools send a "robocall" to the guardians of any student who is absent from school that day
- As students accumulate full-day absences from school, the school will send letters home (in the form of emails or physical mail) to ensure that guardians are aware of the absences.
- Classroom teachers will communicate with parents about class absences and tardies as appropriate.

Daily Attendance Vs. Class Attendance

Chronic absenteeism and truancy are based on students' daily school attendance.

In addition to the expectation that students be present in school, there is also an expectation that students will arrive to their classes in a timely manner, and remain in the classroom for the duration of the class period. Students' ability to earn credit in their courses relies on both their attendance during each class period as well as their academic performance in each class.

As such, students who skip classes or frequently arrive excessively late are in jeopardy of losing academic credit as delineated in the policy below.

Loss of Credit

To achieve a passing grade and credit in a course, students must be in attendance. Should a student accumulate an excess of twelve (12) Appealable and/or Unappealable absences per semester course or twenty-four (24) Appealable and/or Unappealable absences per full-year course, the student will lose credit for that course.

If a student violates the Attendance Policy, their transcript will reflect the appropriate loss of credit. Students are expected to attend class when credit is lost; regular attendance following loss of credit strengthens a student's appeal.

Coming Soon:

If a student loses credit due to an accumulation of unappealable absences, an appeals process will be available to review the circumstances of the absences. The details of how this process will work are currently in development and will be communicated to families around October 15, 2023. At that time, we intend to communicate with our families around the following issues:

- The credit loss appeals process
- Loss of academic credit logistics, including:
- If a student loses credit due to an accumulation of absences, how will transcripts be coded?
- How will the course credit be made up?
- How will students stay on track for graduation?
- Can/will summer school and Saturday Academy support opportunities be provided for students/families to recover credit?

Summary and Conclusion

Please be aware that our school staff will reach out to you if there are concerns about your child's attendance. Connecticut statutes mandate that schools report truancy to the state. Further information can be found on <https://www.cga.ct.gov>. Accumulated unexcused absences will result in referral to Youth Service Board and/or Department of Children and Families.

If we can be of any help to you or your child, please call the school at (860) 223-0726. Thank you for your ongoing support of your child's success at the Academy of Science and Innovation. We look forward to working collaboratively with you to ensure your child's success in school.

Tardiness to School and Class

Continued tardiness on the part of any student will be viewed as a very serious matter. Promptness to class is extremely important. Students are expected to be in their designated scheduled class, ready for work, at the bell.

- Students who arrive at school or class without an excuse/pass/valid reason, **10 minutes** or more will be considered tardy.

Students are considered tardy if they are not in their seat at the time the bell rings. 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 sign-in at the security desk when entering the building 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 extracurricular activities and/or sports may result and is at the discretion of the principal.

Truancy

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

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 innovationoffice@crec.org.

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

School begins at 7:33 AM and concludes at 2:05 PM. A Rules Assembly has been scheduled for students in each grade with Administration during the first week of school. All of our students will receive and review the CREC Academy of Science and Innovation Student Handbook electronically. The handbook will outline expectations for academics and behavior along with a variety of other important items. During this time, we will review all school rules, outline our discipline procedures and talk about maintaining high standards within our school community. The student handbook will be posted on our website for parents to review.

Dismissal Students are dismissed at 2:05 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.

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.

Innovation Pass System

Students are not permitted to go anywhere in the building without using a signed pass from a teacher. Students are not allowed to be in the hallway without a 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.

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

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

Boarding the school bus

- Board the bus at your assigned stop only, unless you have written permission from the school office to board at a different stop.
- If you miss the bus, do not flag down or chase after the bus.
- 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.
- Always remember—if you can touch the side of the bus you are too close!

While on the school bus

- Obey the bus driver and be respectful to the bus driver, yourself, and others.
- 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.
- Leave windows closed unless you have permission from the bus driver.
- Keep hands, all body parts and objects inside the bus.
- Keep the aisle cleared.
- Respect the bus environment. Keep the bus clean by placing all trash in the garbage.
- Do not bring wireless speakers on the bus to play music
- Keep hands and feet off the other passengers and their belongings.
- Use appropriate tone, volume and language at all times.
- Keep hands off emergency doors, fire extinguishers unless instructed by an adult.
- There is no eating on the bus

Arriving at your destination

- Students should get off the bus at your stop only. Students who wish to be dropped off at a different bus stop location must see the school receptionist and have permission from their parent/guardian prior to taking the bus. **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.**
- Remain seated until the bus has come to a complete stop.
- 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!
- When all traffic has stopped, the bus driver will signal you to cross the road.
- 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(CREC)

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, 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 the 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 the 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 the 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 others 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. Do your 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 PRIDE 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 classroom or an office-issued pass.
4. Electronic games, TVs, cell phones, playing cards, Frisbees, skateboards, headphones 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 drawstring 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.

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 designated detention location at the beginning of their lunch period.

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 Solution (ISS)

The solution room may be assigned as a "Resolution," during which the student will stay in the "Solution Room (ISS) for the entire duration of the set period time. 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 restrooms and lockers
- Students may not use their ChromeBooks 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 ChromeBooks 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.

Dress Code

Acceptable Dress Code CREC Secondary Schools for the 2025-2026 School Year

The Essential Rule regarding Dress Code:

All students must cover certain body parts at all times.

All students' attire must fully cover genitals, buttocks, midsection, chest/breasts, and nipples with opaque fabric at all times.

(a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent

(for example: dresses, leggings, or shorts) and shoes; no slides, slippers, or flip flops.

(b) Shirts and dresses must have fabric in the front and on the sides (under the arms).

(c) Clothing must cover undergarments (visible waistbands and straps are permitted).

(d) Fabric covering **midsection**, breasts/chest, genitals and buttocks must be opaque (unable to be seen through). No tight revealing clothing should be worn at any time, this includes Bodysuit, Short shorts, biker shorts etc.

(e) No Slides, Slippers, or Open Toe footwear is allowed. All footwear must have a hard sole. Crocs are ok.

(f) Face must be visible at all times to staff. Hats or hoods may be worn, but not simultaneously. Any other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face to be visible to school staff. Ski masks and Sunglasses are not permitted.

(g) Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

(h) Students are prohibited from wearing attire depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech.

(i) No Blankets are permitted to be worn or used at school.

(j) Costumes of any kind are not permitted, with the exception of school-sanctioned days.

(k) CREC school administrators have final say on the interpretation and enforcement of all above items.

Draft Finalized by CREC Secondary Administrators: 8/12/2024

Inappropriate and unacceptable:

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.
- Open toed shoes or heels.

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.

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

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

Field Trips

Throughout the school year, students may be provided with the opportunity to extend the curriculum in the building (for student events or multicultural assemblies) or outside of the school building. All outside of the school building field trips require permission from parents / guardians. Field Trip permission forms are signed electronically on PowerSchool. Some activities may require money to help defray the cost. Financial support may be available upon request. Please contact your child's grade level administrator to discuss possible financial support. Deadlines for submitting payment and permission slips will be enforced. All electronic permission slips are due one week prior to the field trip date. Failure to adhere to designated dates may result in a student's ineligibility to participate in the field trip.

Field trip eligibility criteria: Students must demonstrate a pattern of appropriate attendance, behavior and academic performance. Students who have demonstrated a pattern of excessive absences, disruptive behavior, and poor academic performance as determined by the administration may not be eligible to participate in field trips. Parents/guardians will be notified that their child may be ineligible to participate. In the event that this decision is made, all prepaid funds will be returned, unless otherwise stipulated in a contractual agreement.

All school rules apply while on a field trip. Failure to behave in a proper manner will result in disciplinary action and may include suspension from future field trips and school activities. If a student needs to be removed from a field trip site, a parent or guardian will be contacted. A parent or guardian will be requested to pick up his/her child or incur the cost(s) of transporting the student home.

Food Program

The goal of the food service program is to provide students with nutritious foods that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings we are helping to teach students the value of good nutrition. Although not required by law, because of CREC's participation in the Child Nutrition Programs, the CREC Council authorizes administration to establish a system to allow a student to charge a meal to his/her automated prepayment account.

Lunch Delivery

Occasionally a parent or guardian may need to deliver a forgotten lunch or lunch money. These items must arrive at the security desk at the main entrance and they will be distributed to students during lunch times so as not to disturb classes. Students are not permitted to order outside food or have food delivered to the school during the school day (7:30 -2:20 pm). All food deliveries will be confiscated upon delivery due to food deliveries not being permitted.

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 or lunch times. All food must remain in the café.

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

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

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 a 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 ensure 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 ASI 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 Administrative Assistant in the main office. Unclaimed articles are given to needy organizations after being held for a reasonable length of time.

Parent and Student Handout Hand

Bullying/Harassment

Bullying –Safe School Climate Plan

The Capitol Region Education Council is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and CREC's Safe School Climate Plan, CREC expressly prohibits any form of bullying behavior 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 CREC; or through the use of an electronic device or an electronic mobile device owned, leased or used by CREC.

CREC also prohibits any form of bullying outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

Students who engage in bullying behavior shall be subject to school discipline, up to and including recommendation for expulsion, in accordance with CREC's policies on student discipline, suspension and expulsion, and consistent with state and federal law. CREC does not

expel students. CREC may recommend that the local board of education enrolling the student in a CREC program expel a student in accordance with the law.

For purposes of this policy, "Bullying" means (A) the repeated use by one or more students of a written, verbal 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:

- 1) Causes physical or emotional harm to such student or damage to such student's property;
- 2) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) Creates a hostile environment at school for such student;
- 4) Infringes on the rights of such student at school; or
- 5) Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture 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, physical appearance, mental, physical, developmental or sensory disability, or association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "**Cyberbullying**" means 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.

Bullying/Harassment Protocol

- A. School employees witnessing potential acts of bullying must file an oral report within 1 school day and written report within 2
- B. Investigations must be completed within a "reasonable period of time"
- C. 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/children) 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

Student Technology Agreements - In ASI's commitment to providing a safe and productive learning environment, all students who will be provided with Chromebooks are required to sign a Technology Agreement. This agreement outlines the responsible use of school-provided devices, as well as the expectations for maintaining student accounts and related digital resources. By signing this agreement, students and parents acknowledge the importance of keeping devices working properly and maintaining digital etiquette/online safety. All students will be provided with a paper copy of the agreement to be signed by the student/parent in the first week of school, and then returned back to their teacher or team leader. Supplemental information will be provided to team leaders regarding the procedure for documenting student agreements.

Classroom Loaners - Following the classroom loaners program from the previous school year, IT will be providing classroom loaner Chromebooks to serve as a solution for students who may forget their devices at home. Two loaner Chromebooks and chargers will be stationed within each classroom, readily available for students to use. They are intended solely for in-classroom use and should not leave the assigned classroom. If there is a problem with the functionality of the device, such as a cracked screen, it is the responsibility of the classroom teacher to report this to IT so I can take it in for repair and promptly return it.

Student Support Procedures -To ensure a smooth and efficient process for providing technical support to our students, please review the following student support procedures.

1. **Initiating Support:** Before sending a student to the IT office for assistance, please call IT first at X7623. This helps us prepare for the student's arrival and provide more prompt and tailored help.
2. **Submission of Student Support Form:** Students are expected to submit a [Student Support Google Form](#), which is conveniently bookmarked on their Chromebooks. This form captures details about the issue, enabling us to better diagnose and address the problem. If a student's Chromebook is functional, they should submit this form first before being called down to IT.

3. Assistance for Non-Functional Chromebooks: If a student's Chromebook isn't functioning and they're unable to submit the Student Support Form, teachers can still send the student down to the IT office – I will ensure they can submit the form down here.

If a student has lost their Chromebook, or suspect it has been stolen, they need to inform IT or Administration as soon as possible with all relevant details. It is imperative the student communicates when their device is lost, broken or stolen as it affects their ability to complete schoolwork. If a device is damaged beyond repair, the student will receive a complete replacement device with a different asset #. If a device requires a routine repair, such as a broken screen, the device will be repaired same-day or while the student is at the IT office. I will try to the best of my ability to keep a student's device with the same student throughout the year.

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.

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, harmful 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.

ASI Cell Phone Policy (Grades 6–12)

Note to Families:

While we understand that many families choose to provide their child with a cell phone, we have strict guidelines regarding phone use during the school day. This policy limits the presence and use of cell phones and wireless earbuds during school hours. It is supported by current research on healthy technology habits, enhances school safety, and helps students focus on the core purposes of school: to learn, to build meaningful relationships, and to be fully present in our school community.

Cell phones are a significant distraction from both academics and social engagement, and we appreciate your support in helping your child meet these expectations.

Middle School (Grades 6–8)

Phones are not permitted in the classroom.

Students must lock their cell phones and wireless earbuds in their lockers at the start of the day. These devices are not needed for instruction and often disrupt learning.

If students bring a phone to school, they have two options:

1. Mute the phone and store it in their locker; or
2. Mute the phone and check it into the locked phone storage in the main office for the school day.

Progressive Consequences for Phone Use During Class Time:

- 1st infraction: warning and reminder of cell phone policy (teacher contacts home). Students must lock their phones in their locker.
- 2-3 infraction: cell phone will be turned over to the team leader. Students will get their phone back at the end of the day.

Frequently Asked Questions (Middle School):

- **Can I take my phone with me to the bathroom or water fountain?**
No. Phones must remain stored when students are excused from class. If a phone is seen in use in the hallway or restroom during class time, it will be collected and stored in the office for the remainder of the day.
- **Can students use phones during lunch or passing time?**
No. Phone use is not permitted during lunch or transitions.
- **How do I reach my child during the day?**
Call the ASI Main Office at (860) 223-0726 or email at innovationoffice@crec.org. We will quickly get your child a message or connect you directly if needed. Students can also request a pass to use the office phone for urgent matters.
- **What if a student refuses to give their phone to a staff member?**
Staff will notify the restorative team or an administrator for support. Continued refusal may result in administrative intervention, parent contact, and consequences such as

required parent pick up or longer term storage of the phone.

- **Are phones ever allowed for academic use?**

No. ASI is a 1:1 school, Chromebooks should fulfill most needs so phone use should remain rare.

- **Can phones be used on a school field trip?**

This will be on a case by case basis depending on field trip venues guidelines on cell phone usage and team leader discretion

Field trip guidelines usage will be communicated to families via school messenger

High School (Grades 9–12)

Phones must remain out of sight and unused during all class times, including study halls. Wireless earbuds must also be put away. These devices distract from learning and are not necessary for instruction.

If students bring a phone to school, they have three options during class time:

1. Mute and store the phone in the classroom lockbox; or
2. Mute and keep the phone in a backpack/computer bag; or
3. Mute and check the phone into the main office for the day.

“In use” means a phone is powered on and visible during class time (e.g., in a hand, on a desk, or sticking out of a pocket). Phones observed in use during instructional time will be collected and securely stored in the main office for the rest of the day.

If students or families are uncomfortable with these options, the device should be left at home. ASI is not responsible for lost or stolen items.

Progressive Consequences for Phone Use During Class Time:

- 1st infraction: warning and reminder of cell phone policy (teacher contacts home). Students must put the cell phone in the lockbox.
- 2nd infraction: cell phone must go into the lockbox. Students will get it back at the end of class (teacher or restorative member if refused to put it in the lockbox)

Frequently Asked Questions (High School):

- **Can I take my phone with me to the restroom or water fountain?**
No. Phones must stay stored when leaving class for these reasons. Phones seen in use in hallways or restrooms during class will be collected and secured.
- **Can students use phones during lunch and transitions?**
Yes, with responsibility. Phones may be used at lunch and during passing periods, provided students follow school rules, including those about recording others. If a student is using a phone after the passing period has ended (i.e., late to class), the phone will be collected.
- **What if there's an emergency and a student needs to call home?**
Students may use the office landline. They can ask their teacher for a pass. Parents can call the ASI Main Office at (860) 223-0726 or email at innovationoffice@crec.org. If it's not an emergency, students can check messages during lunch or passing time. A student may also ask to go to the main office or counseling suit or an administrator office to make an emergency phone call.
- **What if a student refuses to turn over a phone to a staff member?**
The staff member will involve the restorative team or an administrator. If the student refuses an administrator's directive, the family will be contacted, and consequences will follow as outlined above. We strongly urge students to comply without conflict so the issue can be resolved respectfully.
- **Can phones be used for learning activities in class?**
Teachers may permit phone use for limited academic purposes. However, given that ASI provides 1:1 Chromebooks, phone use should be rare and intentional.
- **What if a student has a medical need or IEP that includes personal device use?**
Such use is allowed when clearly defined in a student's medical plan or IEP. If the privilege is misused, a team meeting will be held to adjust the plan or set firmer expectations.

We believe this policy supports a learning environment where students can thrive academically and socially. We appreciate the partnership of our families in helping students meet these expectations and maintain a positive, focused school community.

ASI Action:

Middle School:

- 1st infraction: warning and reminder of cell phone policy (teacher contacts home). Students must lock their phones in their locker.
- 2-3 infraction: cell phone will be turned over to the team leader. Students will get their phone back at the end of the day.
- After a student has been referred 4th time on the 5th infraction the student will serve a .5 ISS and turn in the phone for the remainder of the day. May get it back at the end of the day.
- 6th infraction: Full day of ISS & hold phone
- 7th infraction: Full day of ISS and parent pick up
- 8th infraction: full day of ISS and parent conference to create a plan. Both parent and student will have to sign an agreement

High school:

- 1st infraction: warning and reminder of cell phone policy (teacher contacts home). Students must put the cell phone in the lockbox.
- 2nd infraction: cell phone must go into the lockbox. Student will get it back at the end of class. (teacher or restorative member if refused to put it in the lockbox)
- 3rd and 4th infraction: Cell phone must be turned in to restorative team member and 1 hour Admin lunch detention or .5 day of ISS if student does not comply
- 5th infraction: .5 ISS and turn in phone until the end of the day
- 6th infraction: Full day of ISS. Turn phone in the main office at the beginning of day for two consecutive days
- 7th infraction: full day of ISS and parent conference to create a plan. Both parent and student will have to sign an agreement

Inappropriate Materials

While we can limit the availability of many websites that can be viewed on our wireless network, the reality with today's world of technology, students find links that slip through the system. Students who have a cellular plan will not be accessing the internet through a monitored network and will be able to access any site, app or program.

Distraction from Schoolwork.

We have found that with the temptation of social media and texting in their hands, students focus solely on their social life instead of the lesson plan and their own learning.

Child Predators and Cyberbullying.

Child predators are a problem everywhere. Using digital devices at school creates just that much more exposure and potential danger for students. In addition, cyberbullying is also an increasing issue. Permitting use of digital devices in the classroom at this age leads to more of it.

Calculators

It is recommended that all students have access to a four-function calculator both in and out of the classroom. All 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.

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 sports season. (CIAC)
- Students must achieve a minimum 2.2 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.**

P.R.I.D.E.

We fly with PRIDE at CREC Academy of Science and Innovation

At the Academy of Science and Innovation we Fly with PRIDE. These pillars define how we interact with others, maintain our sense of self, and push ourselves to be the best community members we can be.

P-Preparation

Being ready with materials (laptop, classwork, HW, resources); following dress code; being on time; meeting deadlines

R-Respect

Using appropriate language in comments, interactions with peers and adults; conscious of your own and others' space, belongings, attitudes, ideas, opinions; communicating constructively; showing an appreciation of individuals' unique identities and strengths

I-Integrity

Recognizing and being responsible for actions; willing to reflect honestly on actions; admitting mistakes and working to learn from them

D-Discipline

Following school and classroom policies and procedures; using privileges in lieu of abusing them; ability to self-monitor

E-Effort

Meeting academic expectations; participating and contributing to school events; exceeding Classroom and School expectations

Appendix: Handbook Required Inclusions

Attendance/Excuses/Dismissal

Attendance

Connecticut state law requires parents to cause their children five years of age and over and under eighteen years of age to attend school regularly during the hours and terms the public school is in session. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The CREC Council requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent. Guidelines for addressing absences and tardiness are contained in the individual school parent-student handbooks.

Excused Absences

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets one of the following criteria:

- A. For absences one through nine, if the student's parent approves such absence and submits appropriate documentation.
- B. For the tenth absence and all absences thereafter, if the student's absences from school are for one of the following reasons:
 1. Student illness. All student illnesses must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence.
 2. Student's observance of a religious holiday.
 3. Death in the student's family or other emergency beyond the control of the student's family.
 4. Mandated court appearances (additional documentation required).
 5. The lack of transportation that is provided by a district other than the one the student attends.
 6. Extraordinary educational opportunities pre-approved by CREC administrators and in accordance with Connecticut State Department of Education guidance.
- C. A student whose parent or legal guardian is an active duty member of the armed forces, and has been called to duty for, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, will be granted ten days of excused absences in any school year to visit the parent or legal guardian. The student and parent or legal guardian will be

responsible for obtaining assignments from the student's teachers prior to the student's absence, and for ensuring that the assignments are completed by the student prior to his or her return to school from such absence.

Written documentation of student absence should include a signed note from the student's parent; a signed note from a school official that spoke in person with the parent regarding the absence; or a note confirming the absence by the school nurse or a licensed medical professional; as appropriate. Documentation should explain the nature and reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absence. Steps should be taken to allow non-English speaking parents to submit documentation in their native language.

Unexcused Absences

A student's absence from school shall be considered unexcused unless it meets one of the following criteria:

- A. The absence meets the definition of an excused absence (including documentation requirements); or
- B. The absence is the result of school or district disciplinary action.

Tardiness to Class

Continued tardiness on the part of any student will be viewed as a very serious matter. Promptness to class is extremely important. Students are expected to be in their places, ready for work, at the bell.

Requests for Early Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Executive Director or his/her designee.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission takes custody of a student, or if a police officer arrests a student, the parent/guardian shall be notified by the administration.

Permission for leaving school early must be granted by the principal or designee according to each individual case.

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

Bullying –Safe School Climate Plan

The Capitol Region Education Council is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and CREC's Safe School Climate Plan, CREC expressly prohibits any form of bullying behavior 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 CREC; or through the use of an electronic device or an electronic mobile device owned, leased or used by CREC.

CREC also prohibits any form of bullying outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

Students who engage in bullying behavior shall be subject to school discipline, up to and including recommendation for expulsion, in accordance with CREC's policies on student discipline, suspension and expulsion, and consistent with state and federal law. CREC does not expel students. CREC may recommend that the local board of education enrolling the student in a CREC program expel a student in accordance with the law.

For purposes of this policy, "Bullying" means (A) the repeated use by one or more students of a written, verbal 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:

1) causes physical or emotional harm to such student or damage to such student's property; 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property; 3) creates a hostile environment at school for such student; 4) infringes on the rights of such student at school; or 5) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture 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, physical appearance, mental, physical, developmental or sensory disability, or association with an individual or group who has or is perceived to have one or more of such characteristics. For purposes of this policy, "Cyberbullying" means 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.

For purposes of this policy, “Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Consistent with the requirements under state law, the CREC Council authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan to address the existence of bullying and teen dating violence in schools. As provided by state law, such Safe School Climate Plan shall include, but not be limited to, provisions which:

- 1) enable students to anonymously report acts of bullying or teen dating violence to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- 2) enable the parents or guardians of students to file written reports of suspected bullying or teen dating violence;
- 3) require school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employees witness or receive a report of bullying or teen dating violence, and to file a written report not later than two school days after making such oral report;
- 4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this policy and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- 5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- 7) provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
- 8) require each school to notify the parents or guardians of students who commit any verified acts of bullying or teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation; such notification shall include a description of the response of school employees to such acts and

any consequences that may result from the commission of further acts of bullying or teen dating violence;

9) require each school to invite the parents or guardians of a student against whom an act of bullying or teen dating violence was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying or teen dating violence was directed and the policies and procedures in place to prevent further acts of bullying and teen dating violence;

10) require each school to invite the parents or guardians of a student who commits any verified act of bullying or teen dating violence to a meeting to discuss specific interventions undertaken by the school; and the parents or guardians of the student against whom such act was directed to a separate and distinct meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying or teen dating violence;

11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying or teen dating violence in such school; and to maintain a list of the number of verified acts of bullying or teen dating violence in such school, make such list available for public inspection, and annually report such number to the Department of Education, in such manner as prescribed by the Commissioner of Education;

12) direct the development of case-by-case interventions, that may include both counseling and discipline, for addressing repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying or teen dating violence incidents by the same individual;

13) Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;

14) direct the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying or teen dating violence;

15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal or designee believes that any acts of bullying or teen dating violence constitute criminal conduct;

16) prohibit bullying and teen dating violence (A) 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 CREC, or through the use of an electronic device or an electronic mobile device owned, leased or used by CREC, and (B)

outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

18) Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and CREC's Confidentiality and Access to Student Information policy and regulations.

The CREC Council shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education for its review and approval. Not later than thirty (30) calendar days after approval by the Department of Education, CREC shall make such plan available on CREC's website as well as on the website of each CREC school or program and ensure that the Safe School Climate Plan is included in CREC's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References: Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws Conn. Gen. Stat. 10-145a Conn. Gen. Stat. 10-145o Conn. Gen. Stat. 10-220a Conn. Gen. Stat. § 10-222d Conn. Gen. Stat. 10-222g Conn. Gen. Stat. 10-222h Conn. Gen. Stat. §§ 10-233a through 10-233f Public Act 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates. Public Act 14-234 An Act Concerning Domestic Violence and Sexual Assault Public Act 14-232 An Act Concerning The Review and Approval of Safe School Climate Plans by the Department of Education

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Safe School Climate Plan

The Capitol Region Education Council (CREC) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, CREC

has developed the following Safe School Climate Plan, consistent with state law and CREC Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying, and teen dating violence and sets forth CREC's expectations for creating a safe and positive school climate.

Bullying and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or recommendation for expulsion from school. CREC's commitment to addressing bullying and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which such behavior will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

A. CREC expressly prohibits any form of bullying behavior or teen dating violence 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 CREC; or through the use of an electronic device or an electronic mobile device owned, leased or used by CREC.

B. CREC also prohibits any form of bullying behavior or teen dating violence outside of the school setting if such behavior (i) creates a hostile environment at school for the student against whom such behavior was directed, (ii) infringes on the rights of the student against whom such behavior was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute bullying or teen dating violence, CREC also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence.

D. Students who engage in bullying behavior or teen dating violence in violation of CREC Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including recommendation for expulsion, in accordance with CREC's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definitions

A. "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

1. causes physical or emotional harm to such student or damage to such student's property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school; or
5. substantially disrupts the education process or the orderly operation of a school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture 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, 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.

C. "Cyberbullying" means 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.

D. "Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship

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

F. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

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

H. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

I. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying or teen dating violence identified by the Department of Education, (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur, (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6)

school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

J. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

K. "School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

L. "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the CREC, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying and teen dating violence in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and teen dating violence and act as the primary school official responsible for preventing, identifying and responding to reports of bullying and teen dating violence in the school.

V. Development and Review of Safe School Climate Plan

A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying and teen dating violence in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying and teen dating violence investigations; 2) identify and address patterns of bullying and teen dating violence among students in the school; 3) review and amend school policies relating to bullying and teen dating violence; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying and teen dating violence; 6) collaborate with the Coordinator in the collection of data regarding bullying and teen dating violence; 7) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying or teen dating violence among students in the school.

D. The CREC Council shall approve the Safe School Climate Plan developed pursuant to CREC policy and submit such plan to the Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department of Education, CREC shall make such plan available on CREC’s website and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints

A. Students and parents (or guardians of students) may file written reports of bullying or teen dating violence. Written reports of bullying or teen dating violence shall be reasonably specific as to the basis for the complaint, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying or teen dating violence, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe

School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying or teen dating violence to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying or teen dating violence. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. School employees who witness acts or receive reports of bullying or teen dating violence shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employees witness or receive a report of bullying or teen dating violence. The school employees shall then file a written report not later than two (2) school days after making such oral report. □

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying or teen dating violence; shall investigate or supervise the investigation of all reports of bullying or teen dating violence; and shall ensure that such investigation is completed promptly after receipt of any written reports; and that the parents or guardians of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied or subjected to teen dating violence should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying or teen dating violence, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts

A. Following investigation, if acts of bullying or teen dating violence are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying or teen dating violence. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying or teen dating violence. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed, except as provided by law.

B. In any instance in which bullying or teen dating violence is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying or teen dating violence and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying or teen dating violence. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved the policies and procedures in place to prevent further acts of bullying or teen dating violence. Separate meetings shall be held with the respective parents.

C. If bullying or teen dating violence is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying or teen dating violence was directed. Such support plan will include safety measures to protect against further acts of bullying or teen dating violence.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying or teen dating violence constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with CREC's obligations under state and federal law and CREC policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying or teen dating violence complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying and teen dating violence, along with supporting documentation received and/or created as a result of investigations, consistent with CREC's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under CREC policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying and teen dating violence in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying and teen dating violence in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or teen dating violence. While conduct that rises to the level of “bullying” or teen dating violence, as defined above, will generally warrant traditional disciplinary action against the perpetrator, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying or teen dating violence incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying or teen dating violence have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce CREC's prohibition against bullying and teen dating violence:

I. Non-disciplinary interventions

When verified acts of bullying or teen dating violence are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying and teen dating violence, its prohibition, and their duty to avoid any conduct that could be considered bullying or teen dating violence. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying or teen dating violence are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with CREC's Student Discipline policy.

In cases in which expulsion is being considered, as CREC does not expel students, a recommendation will be made that the local board of education enrolling the student in a CREC program expel a student in accordance with the law. This consequence shall normally be reserved for serious incidents of bullying or teen dating violence and/or when past interventions have not been successful in eliminating such behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying

situations; c. Encouragement of student to seek help when victimized or witnessing victimization; d. Peer mediation or other forms of mediation, where appropriate; e. Student Safety Support plan; f. Restitution and/or restorative interventions; and g. Periodic follow-up by the safe school climate specialist

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying or teen dating violence and direct intervention when acts of bullying or teen dating violence are verified, other district actions may ameliorate potential problems with bullying or teen dating violence in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;

c. Inclusion of grade-appropriate and culturally competent bullying and teen dating violence education and prevention curricula in kindergarten through high school, which focus on building safe and positive school communities, social-emotional learning, self-awareness and self-regulation, and developing healthy relationships;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the student victim, parents and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support;

g. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions;

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;

- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and teen dating violence and help eliminate such behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying” or teen dating violence.

X. Improving School Climate

CREC recognizes that a positive school climate is crucial in reducing or eliminating bullying and teen dating violence in its schools. The measures described in this Safe School Climate Plan are designed to promote a positive school climate, and their successful implementation involves a partnership among administrators, teachers, other staff members, parents and students themselves. This Plan is subject to periodic review and revision to assure that it effectively promotes a positive school climate. All members of the school community are encouraged to participate in that effort by conveying to the Safe School Climate Coordinator their questions, concerns and recommendations regarding this Plan and its implementation.

XI. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified at the beginning of each school year of the process by which students may make reports of bullying or teen dating violence.

B. CREC shall provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, CREC shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. CREC shall collect the school climate assessments for each school in the district and submit such assessments to the Department

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.

Directory Information

Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge or consent of the parent or legal guardian of the student or by the student who has attained majority status. The school will notify parents or adult students of their right to make a choice as to whether their students' directory information will be released to institutions of higher learning, military recruiters, businesses, etc. Parents or students may choose to have their directory information removed from one or more the specific activities without jeopardizing other activities.

Parent and Student Handent Hamd

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless the parent of the student, or the student, if eighteen years of age or older, has submitted a written request to opt out of the disclosure of such information, in which case the information may not be released without the parent's (or the student's) prior written consent. CREC shall notify parents and students of the option to make such a request and shall comply with any request received.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by CREC Council by filing a written request with the Executive Director.

(cf. 5125 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records. 10-221b Boards of education to establish written uniform policy re: treatment of recruiters.

Federal Statutes

P.L. 114-95, Every Child Succeeds Act (ESSA)

Policy adopted: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Policy revised: June 20, 2018 Hartford, Connecticut

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.

Family Life Education

Family life education shall help students acquire knowledge, attitudes and values which will contribute to the well-being of individuals, families and society. Family life education shall:

1. provide instruction in family planning, human sexuality, parenting, and nutrition;
2. include the emotional, physical, psychological, hygienic, economic, and social aspects of family life;
3. enable students to discuss family issues effectively, including willingness and ability to listen, to accept criticism, and to respond with openness, frankness, and honesty;
4. discuss the need for students to develop and demonstrate mutual respect and love for family members.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues and attitudes inherent in family life and sexual behavior, including traditional moral values.

Students and parents or guardians shall be informed of their right to exempt the student from the family life program.

Legal Reference: Connecticut General Statutes

10-16c State board to develop family life education curriculum guides.

10-16d Family life education programs not mandatory.

10-16e Students not required to participate in family life education programs.

10-16f Family life programs to supplement required curriculum.

Policy adopted: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Hartford, Connecticut

Food Service-Charging Meals

The goal of the food service program is to provide students with nutritious foods that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings we are helping to teach students the value of good nutrition. Although not required by law, because of CREC's participation in the Child Nutrition Programs, the CREC Council authorizes administration to establish a system to allow a student to charge a meal to his/her automated prepayment account.

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

State Board of Education Regulations

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students".

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772.

Policy adopted: January 21, 2015
COUNCIL Hartford, Connecticut

CAPITOL REGION EDUCATION

Food Services -Continued

Charging Meals

The school nutrition program is an essential part of the education system and by providing good tasting, nutritious meals in pleasant surroundings we are helping to teach students the value of good nutrition. CREC uses MySchoolBucks.com in CREC sponsored meal programs, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, and make deposits to their child's school meal account. (Non-CREC sponsored meal programs use various other online payment systems, and meal charging policies are determined by the program sponsor.)

Any student whose account has insufficient funds and does not bring a meal from home may charge no more than 3 lunches and 3 breakfasts. When the charge limit is reached, an alternate supplemental meal may be provided in some schools until the charges are paid in full. This meal will not be charged to the student's meal account.

A verbal repayment reminder may be given at the time of each charge. Each Thursday, an automated reminder phone call and e-mail will be sent to the household. If payment is not received, a formal letter will be sent and a follow up call will be made to the household. If a financial hardship is suspected, the school principal shall encourage the family to apply for free/reduced meals anytime during the school year.

Unpaid meal charges will be considered "delinquent debt". CREC may refer delinquent debt to a collection service. CREC's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. Delinquent debt, that has not been recovered by June 30 will be considered "bad debt." Bad debt will be written off as an operating loss and will not be absorbed by the nonprofit school food service account, but must be restored using non-federal funds.

As funds from the non-profit school food service account may not be used to cover the cost of charged meals, all charges not paid for before the end of the school year will be refunded to the school lunch account.

Adults are not allowed to charge meals and shall pay for such meals at the time of service or through their pre-paid lunch account.

This regulation shall be included in the student/parent handbooks, placed on the CREC website, on the website of each school and published at the beginning of each school year at the time information is distributed regarding free and reduced-price meals.

Regulation approved: October 15, 2014 CAPITOL REGION EDUCATION COUNCIL
Revised: September 20, 2017 Hartford, Connecticut

Hazing

I. Purpose

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. General Statement of Policy

A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Hazing activities are seriously disruptive of the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and/or after school hours.

E. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. Definitions

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
5131.91(b)

III. Definitions (continued)

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

Policy adopted: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Hartford, Connecticut

I. Reporting Procedures

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief or conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Assistant Superintendent for Personnel and Administration or to the Superintendent.

C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

II. School District Action

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including school district policies and regulations.

III. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

IV. Dissemination of Policy

This policy shall appear in each school's parent and/or student handbook and in each school's staff handbook.

Regulation approved: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Hartford, Connecticut

Legal Reference: Connecticut General Statutes 10-221 Boards of education to prescribe rules, policies and procedures

Other Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together, Connecticut State Department of Education (Updated August 3, 2020)

Policy adopted: October 14, 2020
Hartford, Connecticut

CAPITOL REGION EDUCATION COUNCIL

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, dentists 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 a school counselor, social worker and/or the family engagement specialist.

Community Relations

Media Access to Students

The Council recognizes the important role the media serves in reporting information about CREC's programs, services and activities. Therefore, the Council will make every reasonable effort to provide media access to students.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. The media may interview and photograph students involved in instructional programs and school activities including athletic events, provided their presence will

not be unduly disruptive and shall comply with Council policies and district goals.

Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Media representatives wishing to photograph or identify particular students must obtain parental or guardian approval as well. Such permission shall not be required before photographs, videotapes, and/or articles referring to students involved in athletic events may be published.

Parents/guardians who do not want their student interviewed, photographed or videotaped by the media shall inform the school principal accordingly.

Information obtained by media representatives directly from students does not require parent/guardian approval prior to publication by the media. Parents/guardians who do not want their student interviewed or photographed by the media may direct their student accordingly.

Council employees may release student information to the media only in accordance with applicable

provisions of the education records law and Council policies governing directory information and

personally identifiable information.

Parents/guardians will be advised of the Council's media access to student policy at the time of the

student's registration and each fall in the student/parent handbook.

(cf. 5125 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

1-213 Access to public records. Exempt records.

10-209 Records not to be public.

Federal Family Educational Rights and Privacy Act, Sec. 438, 20 U.S.C. Sec

1232g (1988).

Title I - Amendments to the Individuals with Disabilities Act. (PL 105-17)

Policy adopted: November 17, 2004 CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

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. If you believe your family meets this definition, please contact a school counselor, social worker and/or the family engagement specialist.

Students Challenging Behavior Prevention: Restorative Practices Response

The CREC Council's fundamental mission is to provide all students with the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting; to achieve at the highest levels intellectually, academically, socially, emotionally, ethically, and civically; and to become contributing and engaged citizens in our diverse society.

The CREC Council supports school discipline that: promotes and sustains a positive school climate; maintains safe and engaging learning communities; assures consistency and coherence across all schools/programs; defines and communicates expectations for student behavior and staff responsibility for school discipline; balances the needs of the student, the needs of those directly affected by challenging behaviors, and the needs of the overall school community; and assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression. The use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement shall be minimized to the extent practicable, while maintaining compliance with state statutes, local ordinances, and mandatory reporting laws. The juvenile and criminal justice systems shall not be utilized unless the student behavior or conflict becomes violent or criminal.

As students at times find it difficult to effectively manage their emotions and focus on their studies, developmentally appropriate social and emotional skills building contributes to a positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision making. Restorative practices approaches recognize the unique strengths, needs and interests of students, and present an opportunity for schools to support students in learning the skills necessary to maintain a positive school climate and to avoid challenging behavior.

Accordingly, for the school year beginning July 1, 2025, the CREC Council adopts this Restorative Practices Response policy to address incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime.

Restorative practices are evidence and research-based system-level approaches that focus on: building high-quality, constructive relationships among the school community; holding each student accountable for any challenging behavior; and ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices in the district shall be guided by the Connecticut School Climate Standards, which include:

1. A shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. Policies that promote a school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and is focused on overcoming barriers to teaching and learning.
3. Practices that are identified, prioritized, and supported to develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability; cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion; practices early identification and assessment of struggling students; uses a problem solving/collaborative process to provide interventions matched to student needs; ensures timely progress monitoring and feedback; and delivers scientific research based interventions.

The Executive Director or designee shall develop a regulation and provide for any training necessary as may be needed to effectively implement this policy.

This policy and its accompanying regulation shall be posted on the CREC website as well as that of each school/program, and a copy shall be available in each school's/program's administration office. This policy, its accompanying regulation, and school/program rules shall be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.

- cf. 1110.1 – Parent Involvement
- cf. 4131 – Staff Development
- cf. 5131.5 – Vandalism by Minors
- cf. 5131.6 – Drugs, Alcohol, Tobacco
- cf. 5131.7 – Weapons and Dangerous Instruments
- cf. 5131.91 – Hazing
- cf. 5131.911 – Bullying- Safe School Climate
- cf. 5131.913 – Cyberbullying
- cf. 5141.4 – Reporting of Child Abuse and Neglect
- cf. 5144 – Student Discipline
- cf. 5144.3 – Discipline of Students with Disabilities
- cf. 5145.5 – Sexual Harassment
- cf. 5162 – Nondiscrimination

Legal Reference: Connecticut General Statutes

- 10-233a through 10-233f Suspension, removal and expulsion of students, as periodically amended.
- 21a-240(9) Definitions.
- 53a-3 Definitions.
- Public Act 23-167, Section 74, An Act Concerning Transparency in Education

Other

- GOALS 2000: Educate America Act, Pub. L. 103-227. 18 U.S.C. 921 Definitions
- Title III - Amendments to the Individuals with Disabilities Act Sec. 314
- Elementary and Secondary Schools Act of 1968, as amended by the Gun Free Schools Act of 1994
- PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
- P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004

Policy adopted: March 19, 2025 CAPITOL REGION EDUCATION COUNCIL Hartford, Connecticut

Students Challenging Behavior Prevention: Restorative Practices Response This regulation is issued to implement CREC policy #5144.12, and is designed to be consistent with the general purpose and principles outlined in such policy, as well as with federal and state statutes and regulations. Definitions “Restorative practices” means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community; (B) holding each student accountable for any challenging behavior; and (C) ensuring each student has a role in repairing relationships and reintegrating into the school community. “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee. “Evidenced-based practices” means instructional and school-wide improvement practices that have been shown, through systematic empirical research, to have statistically significant effectiveness. “School climate” means the quality and character of school life, with a particular focus on the quality of the relationships within the school community; and which is based on patterns of people’s experiences of school life; and that reflects the norms, goals, and organizational structures within the school community. “Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. “Emotional intelligence” means the ability to (A) perceive, recognize, and understand emotions in oneself or others; (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving, and interpersonal communication; (C) understand and identify emotions; and (D) manage emotions in oneself and others. “School community” means any individuals, groups, businesses, public institutions, and nonprofit organizations that are invested in the welfare and vitality of the CREC school system and the community in which it is located, including, but not limited to, students and their families, members of the CREC Council, volunteers at a school, and school employees. “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds. This includes a school bus stop, a school bus or other vehicle Page 2 of 8 5144.12-R owned, leased or used by CREC; and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program, if bullying during such other activities, functions or programs negatively impacts the school environment. CREC Restorative Practices Restorative Practices Response is a set of principles and practices used to build community, respond to harm/conflict, and provide individual support for students. By building, maintaining, and restoring relationships between members of the entire school community, CREC strives to create an environment where all students can thrive. The Restorative Practices approach to school discipline is to be implemented through a 3-tier, school-wide model. Tier 1: Community Building (Prevention/Relate) Tier I is characterized by the use of social emotional skills and practices (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning. Tier 2: Restorative Processes (Intervention/Repair) Tier 2 is characterized by the use of non-punitive responses to harm/conflict, such as harm circles, or family group conferencing to respond to disciplinary

issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community. Tier 3: Supported Re-entry (Individualized/Re-Integrate) Tier 3 is characterized by 1:1 support and successful re-entry of students following suspension, truancy, expulsion, or incarceration. The goal is to welcome students to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

General Principles

1. A positive school climate is best accomplished by preventing challenging behavior before it occurs, and by using effective restorative practices in response to challenging behaviors that may occur despite proactive measures.
2. School safety and academic success are formed and strengthened when all school staff build positive relationships with students and their parents/guardians.
3. Effective school climate maximizes the amount of time students spend learning academically, socially, emotionally, ethically, civically, and intellectually, and minimizes the amount of time students cause disruption or are removed from their classrooms due to challenging behavior.
4. School discipline shall be reasonable, timely, fair, age-appropriate, and proportionate to the student's challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, and offer students an opportunity to learn from their mistakes. Page 3 of 8 5144.12-R
5. Effective school climate improvement is a restorative process that engages all school community members. The vast majority of challenging behaviors shall be addressed at the classroom level by teachers. Behaviors that cannot be addressed at the classroom level shall receive more targeted and intensive interventions, as determined by an individualized assessment.
6. CREC serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence, and commit to eliminating institutional racism and any other discrimination that presents barriers to student success, and create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors may be subject to disciplinary action when they are detrimental to the school environment and to the welfare or safety of students or school personnel.

School Discipline Administration

1. CREC staff responsible for implementing the Restorative Practices policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, sexual identity or expression, age, or disability.
2. Challenging behavior by students receiving special education and tiered intervention supports shall be in accordance with the student's Individualized Education Program (IEP), any behavior intervention plan, 504 Plan, and CREC policies.
3. Developing strong relationships with families is the first step toward establishing safe and healthy schools. School staff members are encouraged to contact parents early in the school year to establish positive school-home communication; and throughout the school year to share student successes and challenges, and to develop plans to help students access a quality education. Schools/programs will convene parent sessions to provide information on Restorative Practices Response and how it will be implemented.
4. CREC is committed to eliminating disparity in school discipline with respect to its underserved populations by reducing the number of referrals, suspensions, and expulsions. School/program staff shall engage in restorative practices that enhance school climate and develop a system for addressing challenging behavior that promotes equity; and shall

monitor the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled or referred to law enforcement. CREC shall collect discipline data examining and aggregating referrals and disciplinary responses. School-Level Rules In developing school-level rules of behavior, the school/program shall solicit the participation, views, and feedback of at least one representative selected by each of the following groups: 1. Parents/guardians Page 4 of 8 5144.12-R 3. School administrators 4. For middle, junior high and high schools, students enrolled in the school School level rules of behavior shall be consistent with law, and CREC policies and regulations. The development of the rules shall be informed by school-level challenging behavior data, and by the above participants' views on whether standards of behavior are being equitably and fairly applied. The confidentiality of student records shall be maintained at all times. Interventions General: Effective school responses to challenging behavior shall refrain from interrupting a student's education to the extent possible. The use of suspensions, recommendations for expulsion, and referrals to law enforcement, shall be minimized to the extent practicable while remaining consistent with federal and state statutes, regulations and CREC policies. Reasonable Responses to Challenging Behavior Consequences: Responses shall be reasonable, fair, age-appropriate, and match the severity of the student's misbehavior, and through restorative practice consider the impact on the victim and/or community. Restorative practices that include meaningful instruction and guidance offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in having the student re-engage in learning. Relevant Considerations For Determining Restorative Practices 1. Age, health, and special education status of the student. 2. Appropriateness of student's academic placement. 3. Student's prior conduct and record of challenging behavior. 4. Student's attitude. 5. Student's willingness to repair the harm. 6. Seriousness of the offense and the degree of harm caused. 7. Impact of the incident on overall school community. 8. Availability of prevention programs. Interventions/Alternative Means of Correction: When challenging behavior occurs, school/program staff shall investigate the circumstances and gather facts that will help determine appropriate interventions and a restorative response for the student, with emphasis on correcting student misbehavior through school-based resources. Responses to challenging behavior shall provide students an opportunity to learn from their mistakes, and re-engage them in learning. All interventions shall balance the needs of the student, the needs of those directly affected by the behavior, and the needs of the overall school community. Each school/program is responsible for incorporating a restorative practices framework into its 5144.12-R planning to reduce referrals and suspensions through pro-active intervention, positive behavioral support, restorative practices, and other non-punitive responses to challenging behavior that are focused on maximizing student achievement, reducing such behaviors and avoiding loss of instructional time. Referral of students from the classroom environment for challenging behaviors shall be avoided. Alternatives to suspension and restorative practices shall be utilized prior to referring a student out of the classroom. Such alternatives shall be undertaken within the classroom, except where suspension for specific offenses is required by statute and/or CREC policy, or where it can be documented that the challenging behavior imposes a clear danger to others. There are three types of intervention

strategies to be considered: Administrative, Restorative, and Skill-based/Therapeutic. 1. Administrative Strategies are required by statute or CREC policy, and respond “to” the offender. These include removal from the classroom, detention, suspension, and expulsion. 2. Restorative Strategies coordinate with Connecticut’s School Climate Policy, and are problem solving interventions responding “with” the offender. They are driven by restoration for the harm caused as much as possible, and focus on the harm caused and how it will be repaired. A successful restorative practice response strategy may utilize interventions with allied agencies and professionals. An assessment of the incident/conduct shall be completed and a determination will be made whether a face-to-face meeting with all parties is appropriate. Examples may include: a. Family group conferencing b. Victim-offender conferencing c. Classroom circles d. Reparation of harm 3. Therapeutic/Resource Strategies are responses “by” the offender and require intrinsic motivational behavior change. Such interventions include: a. Mental health counseling b. Informal mentoring and behavior coaching Teachers and administrators shall intentionally utilize various types of strategies, or multiple strategies simultaneously, to address and correct challenging behavior, especially for multiple offenses. Classroom-based Strategies to Reduce Challenging Behaviors Classroom-based strategies include, but are not limited to: 1. Explicit re-teaching of behavioral expectations. 2. Separating students. Page 6 of 8 5144.12-R 3. Phone call to parent. 4. Keeping students after class 5. Restorative conference with student(s) or class. 6. Creation of a positive behavior contract. 7. Conference with student. 8. Conference with parent and the student. School-based Strategies to Reduce Challenging Behaviors Students who exhibit a pattern of challenging behaviors shall be provided more intensive support through a system of tiered interventions. Parents shall be notified if there is an escalating pattern of challenging behavior that could lead to classroom or school removal. Appropriate school-based strategies include, but are not limited to: 1. A conference between school staff and the student and parents/guardians. 2. Referral to a school counselor or other school support service personnel for case management and counseling. 3. Referral for drug or alcohol counseling. 4. Convening of an intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians. 5. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, or Applied Behavior Analysis, including for purposes of creating a behavior plan, an individualized education program or a Section 504 plan. 6. Enrollment in a program for building self-management skills. 7. Continuing to encourage participation in a restorative program. 8. A positive behavior support approach with tiered interventions that occur during the school day on campus. 9. After-school programs that address identified challenging behaviors or expose students to constructive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. Community Service In accordance with a restorative practices response strategy, the principal/program director or designee may, at their discretion, allow for a student to perform community service during non-school hours on school grounds; or, with written permission of the student’s parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. Page 7 of 8 5144.12-R Referrals CREC supports the adoption of the SRBI framework to facilitate a systems approach for

positive, pro-social behavior management. Teachers are expected to attempt SRBI tiered interventions prior to making a referral out of the classroom whenever possible. When a referral out of the classroom is made, the principal/program director or designee must ensure that the following: 1. Teacher completed a written referral notification/form; 2. Principal/program director or designee reviewed the referral form and, if warranted, assigned appropriate consequences; 3. Principal/program director or designee, or the teacher, contacted the student's parents/guardians and notified them of any consequences; 4. Principal/program director or designee investigated the reasons for the student's conduct; 5. Principal/program director or designee recorded the classroom interventions and referral in the appropriate database. Notice to Parents/Guardians and Students At the beginning of the school year, and/or at the time of transfer to a CREC school/program, parents/guardians shall be notified about the availability of district rules and procedures related to student behaviors and school climate. Parent groups/programs shall be provided with information on how the school integrates Restorative Practices Response in the student discipline/behavior management system. Annual Review Both individual schools/programs and the district shall review student disciplinary data disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available, and make changes to policies and/or practices if and as necessary. The review shall include: 1. Intervention and prevention strategies. 2. The number of referrals, in school suspensions, out-of-school suspensions, expulsions, and referrals to law enforcement, 3. Differences in referrals among staff members. 4. The extent to which the restorative practices policy, including, but not limited to, disciplinary action, is consistently applied to all students. 5. The impact of restorative practices on student discipline and climate. Page 8 of 8 5144.12-R Staff Training Staff training shall be provided as needed to ensure that the Restorative Practices in each school are effective and that relevant policies and procedures are equitably applied. Such training shall include, but will not be limited to, strategies and approaches related to Restorative Practices and its theoretical framework. Regulation issued: February 19, 2025 CAPITOL REGION EDUCATION COUNCIL Hartford, Connecticut

5162 PR -Students Nondiscrimination -CREC is committed to creating and maintaining a safe learning environment for all students that is free from discrimination or harassment on the basis of race, religion, color, ancestry, national origin, ethnicity, age, sex, sexual orientation, gender identity or expression, marital status, pregnancy, present or past history of mental disorder, intellectual disability, learning disability, physical disability, genetic information, or on any other basis prohibited by federal or state law; and to ensuring that every student has equal access to all school programs and activities. The Director of Human Resources is designated as CREC's Compliance Officer. The Compliance Officer/ designee shall be responsible for: • coordinating continuing surveillance of district educational programs and activities and district compliance with non-discrimination and anti-harassment policies and regulations, including Title IX and its administrative regulations. • notifying applicants for admission, students, parents/guardians of students, and sources of referral of applicants for admission, that CREC does not discriminate on any basis prohibited by federal or state law; and does not discriminate on the basis of sex in its educational programs or activities and that it is

required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation. • publishing and disseminating this regulation and the complaint procedure to students, parents, employees, independent contractors, vendors and the public, along with the Compliance Officer's contact information. Harassment CREC strives to provide a safe, positive learning climate for its students. Harassment, in any form, whether by students, staff members, board members, parents, vendors, contracted individuals, volunteers, employees or visitors - on CREC grounds or property or on property within CREC's jurisdiction; on buses operated by or for CREC; while attending or engaged in CREC activities - will not be tolerated. Harassment consists of verbal, written, graphic, electronic, or physical conduct based upon an individual's race, color, religion, sex, ancestry, national origin/ethnicity, physical attributes, present or past history of mental disorder, intellectual disability, learning disability, physical disability, parental or marital status, sexual orientation, gender identity/expression, genetic information, age, or membership in any other class protected by state or federal law, when such conduct: • is sufficiently severe, persistent or pervasive that it affects an individual's ability to 5162-R participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive education environment; • has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; • otherwise adversely affects an individual's learning opportunities; • is made either explicitly or implicitly a term or condition of an individual's education, or participation in district programs or activities; and • exposure to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual. Harassment may include, but is not limited to: verbal, physical, electronic, or written intimidation or abuse; repeated remarks of a demeaning or condescending nature; repeated demeaning jokes, stories, or activities directed at the individual. Each staff member shall be responsible for maintaining an educational environment free from all forms of harassment. Each student shall be responsible for respecting the rights of all students and staff and refraining from all forms of harassment. All allegations of harassment shall be investigated thoroughly and addressed appropriately. There shall be no retaliation against the complainant and/or subject of the alleged harassment. Students with Disabilities CREC will coordinate with the LEAs to provide a free and appropriate public education to all students with disabilities within its schools, regardless of the nature or severity of the disability. Non-academic and extracurricular activities and services will be provided in a manner which will afford students with disabilities an equal opportunity to participate. CREC will provide meaningful access to school-initiated activities to parents with disabilities. Due process rights of students with disabilities and their parents will be enforced. Students Who Identify As Transgender The following guidelines are designed to address the needs of students who identify as transgender. The guidelines do not anticipate every situation that might occur, and the needs of each student who identifies as transgender must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender student while maximizing the student's social integration and minimizing stigmatization. The following definitions provided are not intended to label students. Students might or might not 5162-R use these terms to describe themselves. "Gender identity" is a person's deeply held sense or psychological knowledge of their own gender,

regardless of the gender they were assigned at birth. “Transgender” describes people whose gender identity or expression is different from that traditionally associated with their assigned sex at birth. “Gender expression” is the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms. “Non-binary” describes a person who identifies as neither male nor female. These individuals may go by they/them or ze/hir pronouns, or another gender-neutral pronoun. “Gender Diverse” describes individuals whose gender expression differs from conventional or stereotypical expectations, such as “feminine” boys, “masculine” girls, and those whose gender expression may be androgynous. This includes people who identify outside binary gender categories or identify as two or more genders. Another terms that can have a similar meaning is “gender expansive”. “Gender Fluid” describes a person whose gender identity or gender expression is not fixed and shifts over time, depending on the situation. “Transition” is the process in which a person changes their gender expression to better reflect their gender identity. This may involve a variety of steps, such as using a nickname or legally changing one’s name; choosing clothes and hairstyles to reflect one’s gender identity; and generally living and presenting oneself to others, consistently with one’s gender identity; taking hormones or undergoing surgical procedures to change one’s body to better reflect one’s gender identity. 1. School personnel should not disclose information that may reveal a student’s transgender status to others, unless legally required to do so or unless the student has authorized such disclosure. 2. A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. A court-ordered name or gender change is not required, and the student need not change their official records. CREC shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student’s chosen name and pronouns consistent with the student’s gender identity. 3. CREC will change a student’s official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. 4. To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health.

5162-R education classes, students should be included in the group that corresponds to their asserted gender identity. 5. CREC complies with relevant Connecticut state law regarding access of transgender students to restroom facilities. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because the student is transgender. 6. Transgender students shall be permitted to participate in physical education classes, interscholastic athletics, and intramural sports in a manner that corresponds with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC). Individual student needs shall be assessed on a case-by-case basis with the goals of maximizing the student’s social integration and equal opportunity to participate in physical education classes and sports, ensuring the student’s safety and comfort, and minimizing stigmatization of the student. 7. Transgender students have the right to dress in a manner that corresponds with their gender identity or gender expression. In general, CREC

schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender. 8. It is the responsibility of each school and CREC to ensure that transgender students have a safe school environment. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints. 9. Schools should aim to keep transgender students at their original school site. Transfer should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested and/or consented to by the student or the student's parent/guardian. Student Complaint Procedure Any incident or complaint of discrimination or harassment will be given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Every student shall have a ready means of resolving any complaint of discrimination or harassment. A student who believes that they have been subjected to discrimination or harassment is to report the matter to a teacher or counselor. If such person is the alleged perpetrator, the report shall be made to the school principal/program director. If the school principal/program director is the alleged perpetrator, the report shall be made to the Director of Human Resources. The student may make the complaint verbally or in writing.

5162-R If the complaint is made verbally, the CREC staff member receiving it will memorialize it in writing, noting the date of the complaint; the name of the complainant; the date(s) of the alleged discrimination or harassment; the name(s) of the alleged perpetrator; the location where such discrimination or harassment occurred; a description of the alleged discrimination or harassment; and any other pertinent information provided by the student. If the complainant is a minor student, the CREC staff member should consider whether a child abuse report should be completed. Within five (5) working days of receipt of the complaint, the CREC staff member receiving it will start a thorough, objective and complete investigation, and shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged perpetrator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining legally required confidentiality, and upholding the due process rights of the complainant and the accused. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and to the appropriate administrator(s). If, after a thorough investigation, it is found that discrimination and/or harassment has occurred, the investigator shall take all reasonable actions to resolve the matter and ensure that the conduct ceases and will not recur, and will notify the complainant student. The investigator will also inform the perpetrator that appropriate action shall be taken if further acts of discrimination, harassment or retaliation occur. If the matter cannot be resolved at the investigator's level, they shall refer the complaint to the appropriate administrator for review, further investigation, if necessary, and action. Regulation issued: February 21, 2018 CAPITOL REGION EDUCATION COUNCIL Revised: February 19, 2025 Hartford, Connecticut Revised: December 11, 2025

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 family engagement specialist.

Pesticide Application

The Capitol Region Education Council has adopted an Integrated Pest Management (IPM) policy for pest control within our buildings and grounds. IPM utilizes all available pest control methods such as sanitation, structural maintenance and exclusion, maintaining proper soil PH, fertility and moisture, trapping and/or biological controls along with the judicious use of pesticides to maintain pest populations at or below an acceptable level. Pesticides may be applied if a pest population has been identified through periodic monitoring, and alternative methods of control have not been effective. The least toxic pesticide would be used first.

The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds. Further, effective July 1, 2000, CREC will only employ certified pesticide applicators for any non-emergency pesticide use in school buildings or on school grounds.

CREC shall:

- Provide notice of planned pesticide application to students, parents/guardians and employees in the manner required by law.
- Post the areas scheduled to receive pesticide application(s).
- Maintain written records for five years of all pesticide applications.
- Provide continuing instruction to those students who, based upon written medical request, find it necessary to absent themselves during the period of application.
 - Inform annually parents/guardians and staff of CREC'S pest application/management policy.
 - Establish a registry of parents/guardians and staff who want to receive advance notice of all pesticide use and provide such notice as required by law.
 - Provide the name of the school administrator or designee that can be contacted for further information.

Pest control applicators employed by CREC shall provide the school contact person (Supervisor of Maintenance, Head Custodian) with notice at least seventy-two (72) hours prior to the date and time the pesticide application is to occur, including in such notice the brand name, concentration, rate of application, pesticide label, material safety data sheet, list of the area or areas where the pesticide is to be applied and any use restrictions required by the pesticide label. Prior to the application, the applicator shall provide the school contact person with a written pre-application notification containing the following information:

- The brand name, rate of application and any use restrictions required by the label of the herbicide or specific pesticide.
- The area or areas where the pesticide is to be applied.
- The date and time the application is to occur.
- The pesticide label and the material safety data sheet.
- Pesticide applications will not be performed within any building or on the grounds of the school during regular hours or during planned activities unless an emergency application is necessary to eliminate an immediate threat to human health. When this occurs, all children and staff will be removed from the area and not allowed to return until it is safe to do so according to the pesticide label.

A determination of an immediate health threat may be made by Executive Director or designee whereas the licensed applicator can make an emergency lawn care pesticide application for human health protection. In such case CREC shall notify students, parents and guardians of the area to be treated through our emergency notification system, School Messenger.

The Executive Director or designee may require the pest control applicator to make the required postings in accordance with all applicable statutes and with District policy and regulations. The name and address of the applicator shall be a part of any posting.

Pesticide purchases shall be limited to amounts authorized by the Executive Director or designee for use during the year. Pesticides shall be stored in a secure site not accessible to students or unauthorized staff. They shall be stored and disposed of in accordance with EPA registered label directions and applicable state statutes.

The Executive Director shall prepare and disseminate regulations for the implementation of this policy.

Legal Reference: Connecticut General Statutes

10-231a to 10-231d. Pesticide applications at schools

22a-46. Short title: Connecticut Pesticide Control Act.

22a-54. Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

22a-58. Records to be kept by distributors and applicators.

23-61a. Definitions. Tree protection examining Board within Department of Consumer Protection. Regulations.

23-61b. Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.
Policy adopted: June 16, 2004 Policy revised: February 20, 2013

Pesticide Application Procedures In an attempt to assure proper control of any pesticides or other harmful chemicals which might be used or stored on district premises, these procedures are established. To fulfill statutory requirements, “pesticide” is defined as a fungicide used on plants, an insecticide, a herbicide, or a rodenticide, but does not mean a sanitizer, disinfectant, antimicrobial agent or a pesticide bait. The intent is to prevent unnecessary exposure of staff, students or the public to potentially harmful substances.

1. On or after July 1, 2000, only certified pesticide applicators shall be used in schools (vocational agricultural schools exempted) for any non-emergency pesticide use in school buildings or on school grounds.

2. An emergency application of pesticides is defined as when an application of pesticides is necessary to eliminate an immediate threat to human health and where it is impractical to obtain the services of a certified pesticide applicator provided such emergency application does not involve a restricted use pesticide as defined in CGS 22a-47. Restricted use pesticides may be used only by certified applicators or under their direct supervision. (Note: Restricted use pesticides, classified by the Federal Environmental Protection Agency or the DEP are those which may present a hazard to the applicator or other people by reason of acute dermal or inhalation toxicity or which may have an unreasonable adverse effect on the environment.)

3. On or after July 1, 2000, at the beginning of each school year, the Executive Director/Designee shall provide the staff of each school with written guidelines on how the integrated pest management plan is to be implemented and the parents/guardians of each child enrolled in each school with a statement that shall include a summary of the integrated pest management plan for the school. Such statements shall also be provided to the parents/guardians of any child who transfers to a school during the school year.

4. The aforementioned required statement shall (1) indicate that the staff, parents or guardians may register for notice of pesticide applications at their school, and (2) describe the emergency notification procedures provided for in this section. Notice of any modification to the integrated pest management plan shall be sent to any person who registers for notice under section 5, below.

5. On or after July 1, 2000, parents/guardians and staff may register for prior notice of pesticide applications at their school. Information on how parents may register for prior notice shall be included on the home page of the CREC website. Each school shall maintain a registry of persons requesting such notice. Prior to the application of pesticides within any building or on school grounds, the parents/guardians who have registered for prior notice shall receive a mailing, to be received no later than 24 hours prior to the application. Staff who have registered for such notice shall be notified

By any means practicable. Notice of such application shall be posted on the home page of either the CREC website or the school website, and on the primary CREC or school social media account.

6. The aforementioned notice shall include the (1) name of the active ingredient of the pesticide to be applied, (2) target pest, (3) location of the application, (4) date of application, (5) name of the school administrator or his/her designee who may be contacted for further information.

7. Not later than March fifteenth of each year, the aforementioned notice for applications made since January first of such year and a listing of such notices for applications made during the March fifteenth through December thirty-first time frame from the preceding calendar year shall

be sent through the electronic mail notification or alert system or service; and shall be printed in the parent handbook or manual.

8. No application of pesticide, after July 1, 2000, may be made in any building or on school grounds during regular school hours or during planned activities at the school except for an emergency application.

9. If an emergency application is necessary to eliminate an immediate threat to human health, such application shall not involve a restricted use pesticide and no child may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.

10. In cases of an emergency application, effective July 1, 2000, prior notice is not necessary, except that on or before the day the application is to take place, notice must be given to those persons who have previously requested such notice.

11. A copy of the records of each pesticide application at a school shall be maintained for five years.

12. Potentially harmful substances such as insecticides, fungicides, herbicides, rodenticides or other pesticides shall be chosen for the low levels of toxicity. The least toxic formulations and safest methods of application will be selected when there is a choice of products with comparable effectiveness. Whenever practical, non-chemical controls shall be used.

13. Storage of harmful products will be kept to a minimum. Only enough of the product for a given application shall be purchased. All storage instructions will be followed explicitly. All such products and the application equipment will be stored away from other activities and especially separated from food products or occupied rooms. All storage facilities will be maintained as a locked area and clearly marked as containing pesticides.

14. All pesticide products will have complete label instructions, will remain in the original container and the Material Safety Data Sheet will be on file and readily available to any employee who must handle such materials or who may have been exposed to the product. This information shall also be available to any member of the public upon request.

15. All applications of harmful products will be made in strict compliance with label instructions and under no circumstances will the product concentrations exceed those specified in the application instructions.

16. Prior to application of any harmful substance, a written plan for that application will be filed in the district's business office and approved by the Facilities Manager.

17. The plan will contain the purpose of the application, product to be used, formulation of the product, location and extent of the area to be treated, type of equipment to be used, date and time

of application, and amount of the product to be used. Any warnings that would restrict use of the area following such application also will be part of the plan and will be appropriately posted to notify the public.

18. Treated school grounds will be posted as indicated in the following section.

19. District employees responsible for handling and applying pesticides shall have specific pesticide training. After July 1, 2000, only certified pesticide applicators may be used.

20. When the district contracts with a private, state-licensed pest control company, such contractors will be subject to regulations as defined in state statutes.

The Executive Director or designee shall be the contact person for providing information regarding pesticide application activities at the school site, including but not limited to giving oral and written notification, supervising the posting of notifications as required and maintaining records of pesticide-application notifications.

Oral and Written Notice

All oral and written notification shall contain the information indicated in item # 6 above. During the regular school session, prior to pesticide application, notification shall be provided as indicated below.

- Oral notification to all students and school employees shall be provided by means of the school public address system or assembly communications or staff meeting announcements or any similar means reasonably calculated to provide sufficient notice in advance of pesticide application. (suggest minimum 48 hours advance notice)
- Parents and guardians and staff who have registered for advance notification of pesticide use shall be informed as listed in item # 5 above.

Posting of Notice

Not less than forty-eight (48) hours prior to pesticide application, signs shall be posted to identify pesticide application areas. The signs shall display:

- The words “Warning Pesticides.”
- The date and time of the planned application.

- Pesticide product to be used.
- Instructions on when areas may be used for recreational purposes.
- A telephone number for the school contact person and one for the licensed pesticide applicator.

The signs shall be placed at:

- The main entrance to all buildings where pesticide is to be applied.
- The playing fields where pesticide is to be applied.

The signs may be removed no less than forty-eight (48) hours after the pesticide is applied.

Regulation approved: June 16, 2004
Revised: October 17, 2012

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut Revised: January 20, 2016

Parent and Student Handent Hamd

Protection of Undocumented Students

All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of their immigration status or that of their family members.

For the purposes of this policy, "CREC personnel" includes all CREC employees, counsel for CREC, and any agencies contracting with CREC.

CREC personnel shall not take any steps that would deny students access to education based on their immigration status or that would impede the rights of any students to public education under the U.S. Supreme Court's 1982 ruling in *Plyler v. Doe*, the Family Educational Rights and Privacy Act (FERPA), the Connecticut General Statutes, and any other applicable state and federal law.

Absent any applicable federal, state, local law or regulation or local ordinance or court decision, CREC staff shall abide by the following:

- CREC employees shall make residency determinations without regard to students' or family members' immigration status.
- All CREC students who meet the relevant programmatic criteria for all school services, including free lunch, free breakfast, transportation, and educational services, are entitled to receive them regardless of their immigration status or that of their family members; and whether or not they or their family members have Social Security numbers.
- CREC employees shall not inquire about, or record in any way, a student's immigration status, nor shall they require documentation of any student's or parents'/guardians' legal status, such as asking for a "green card" or citizenship papers, whether at initial registration or at any other time, and for any purpose.
- CREC employees shall not require students to apply for Social Security numbers nor shall CREC require students to supply a Social Security number for any purpose.

If any member of the CREC community (including students, families, or staff) has questions about their immigration status, CREC employees shall not refer them to the Immigration and Customs Enforcement Office ("ICE") or any other government agency. Instead, employees shall refer them to state and/or local non-profit immigration law organizations. A list of such organizations shall be compiled by the Executive Director or designee and disseminated at all sites and placed on the CREC website. The Executive Director or designee will increase and enhance partnerships with community-based organizations, legal services organizations, and other educational institutions (such as community colleges and universities) to provide resources for families of students who are facing deportation or other adverse immigration consequences.

It is the general policy of CREC not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit. It is the Administration's belief that ICE activities in and around schools, preschool education centers, and adult school facilities would constitute a severe disruption to the learning environment and educational setting for students. Therefore, any request by ICE to any CREC employees to visit a school or program site shall be immediately forwarded to the Executive Director or Superintendent of Schools or their designee for review and consultation with CREC's legal counsel, to ensure the safety of all students, as well as compliance with Plyler v. Doe and other applicable state and federal laws.

All requests for documents by ICE to CREC or any CREC employees shall be immediately forwarded to the Executive Director or Superintendent of Schools or their designee for review and consultation with CREC's legal counsel to ensure the safety of all students, as well as compliance with Plyler v. Doe and other applicable state and federal laws.

The Superintendent or designee shall ensure that copies of this Policy are distributed to all CREC sites.

The Executive Director and the Superintendent of Schools or their designee shall ensure all teachers, school administrators, and other staff are trained on how to implement this policy and shall ensure that notification with required translation be distributed to families to fully inform them of their rights in the district.

(cf. 5111 - Admission/Placement)
(cf. 5118.1 - Homeless Students)
(cf. 5125 - Student Records)
(cf. 5141 - Student Health Services)
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes 10-15 Towns to maintain schools 10-15c
Discrimination in public schools prohibited 10-76a - 10-76g re special education 10-184 Duties
of parents (re mandatory schooling for children ages five to sixteen, inclusive

10-186 Duties of local and regional boards of education re school attendance. Hearings.
Appeals to state board. Establishment of hearing board. Readmission, as amended. 10-220h
Transfer of student records, as amended. 10-261 Definitions State Board of Education
Regulations 10-76a-1 General definitions (c) (d) (q) (t) 10-204a Required immunizations
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General
Education Provisions Act, as amended, added by section 513 of P.L. 93 568, codified at 20
U.S.C.1232g.). Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing
FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g) parent and
student privacy and other rights with respect to educational records, as amended 11/21/96, and

Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011) McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq. Plyler v. Doe, 457 U.S.202, 102S. Ct. 2382 (1982)

Policy adopted: June 21, 2017 CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

Students Protection of Undocumented Students

In order to provide a free public education for all children and to provide a welcoming, safe, and supportive school environment, the following guidelines are to be followed when handling requests and visits from the U.S. Immigration and Customs Enforcement (ICE):

1. If an ICE agent approaches a school or program asking for student information or for access to a student, that agent is to be referred to the Executive Director or Superintendent's Office or to the office of an appropriate administrator designated by the Executive Director or Superintendent.
2. Generally, the Executive Director, Superintendent or his/her designee should immediately contact CREC's attorney before taking any action or providing any information in response to a request or visit from an ICE agent. The Superintendent or his/her designee is to ask the ICE agent to state the reasons and authority for the visit, whether the "sensitive locations" policy is being followed, and, if so, why such "sensitive locations" policy permits the visit.
3. Depending on the situation, ICE agents may have an "administrative warrant" which is not a court order signed by a judge. School officials should not assume that an ICE agent has the authority to enter school facilities or obtain information or records based on an administrative warrant.
4. The Executive Director, Superintendent or his/her designee is to ask the ICE agent to confirm that the agent has a judicial warrant and to show the warrant. If the agent does not have a judicial warrant, the Administrator shall prohibit entry to school facilities to the ICE agent.
5. If the ICE agent does have a judicial warrant, the school official shall review it carefully with the assistance of CREC's attorney, to determine what it authorizes the ICE agent to do, and who issued it.
6. Situations could arise in the school setting, including when ICE agents demand records or information concerning a student, where a warrant signed by a judge or other appropriate court order likely would be required by law. In such situations, school officials are to consult with the appropriate administrator who in turn shall consult with CREC's attorney.

7. Resources to assist families informing them of their rights regarding immigration and connecting them with legal and social services that are available within the community should be made available and translated in multiple languages.

8. Schools participating in the Student Exchange Visitor Program (SEVP) must continue to comply with the specific requirements of that program.

9. Counselors and mental health support services are to be made available to students who are experiencing stress or anxiety as a result of the repercussions of the Presidential executive order regarding immigration enforcement and the news of immigration enforcement actions across the country.

RESOURCES For families: ACLU - Know Your Rights: What to Do If Immigration Agents are at Your Door Connecticut Students for a Dream For districts and schools: ICE Sensitive Locations Policy U.S. Department of Education guidance for supporting undocumented youth United We Dream - Deferred Action for Childhood Arrivals guide School Counselors Working with Undocumented Students U.S. Department of Health and Human Services information on the rights of unaccompanied children to enroll in school and participate meaningfully and equally in educational programs The following organizations provide direct legal services: International Institute of Connecticut Integrated Refugee & Immigrant Services Catholic Charities Migration, Refugee, and Immigration Services Center for Children's Advocacy Connecticut Legal Services New Haven Legal Assistance UConn School of Law Asylum and Human Rights Clinic Yale Law School Worker and Immigrant Rights Advocacy Clinic

Regulation approved: April 19, 2017
Hartford, Connecticut

CAPITOL REGION EDUCATION COUNCIL

School Uniforms

I. Representative Involvement

The decision to implement school uniforms shall be made by the Executive Director or his/her designee, with input from administration, staff, and parents/guardians. In schools where a school-wide uniform is implemented, the Principal with input from staff, and parents/guardians of the individual school shall select the specific uniform to be worn. Once selection has been made, the school uniform shall be mandatory for all students.

II. Information Dissemination

A. The Principal or designee shall give parents/guardians a minimum of six months' notice before a school uniform policy is implemented.

B. The school shall communicate information to parents/guardians regarding the uniform policy, including its rationale, benefits to students, and specific information, such as:

1. Description of uniform. 2. Availability of financial support and procedures for seeking assistance. 3. Availability of uniforms. 4. Methods to facilitate recycling of uniforms within the school community.

C. The information shall be communicated through the school's newsletter, parent meetings, PTA meetings, registration materials, and parent/student handbooks.

III. Basic Tenets to be observed

A. Students who attend a school where they are required to wear a uniform may:

1. Display religious messages on items of clothing to the same extent they are permitted to display other comparable messages.

2. Wear attire which is part of their religious practice.

3. Wear or display expressive items, such as a button, so long as such items do not contribute to

B. No student shall be denied attendance at school, penalized or otherwise subjected to compliance measures for failing to wear the required uniform for reason of financial hardship.

Regulation approved: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Revised:
February 19, 2014 Hartford, Connecticut

Sexual Harassment

The CREC Council does not discriminate on the basis of sex in its education programs or activities, including employment. Sexual harassment is a form of sex discrimination and is forbidden, whether engaged in by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Council. The Council is committed to safeguarding the right of all students of the school district to a learning environment that is free from all forms of sexual harassment.

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following: (1) An employee or third party subject to the district's control conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity; or (3) Sexual assault, dating violence, domestic violence, or stalking.

Any student who believes that they have been subjected to sexual harassment should report the matter immediately so that investigation may begin at once and appropriate corrective action may be taken. Upon learning of, or having reason to suspect, the occurrence of sexual harassment, school staff members shall ensure that an investigation is promptly commenced and appropriate corrective action is taken, whether or not the victim reports the matter.

The Executive Director is directed to develop and implement specific procedures on reporting, investigating and remedying instances of sexual harassment.

A copy of this policy and its accompanying regulation shall be distributed to staff and students and posted in appropriate places.

Legal Reference: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681
Gebser v. Lago Vista Indiana School District, 524 U.S. 274 (1998)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999) United States
Department of Education, Title IX Final Rule, 34 CFR Part 106

Policy adopted: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Revised:
April 18, 2018 Hartford, Connecticut Revised: October 14, 2020
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Sexual Harassment

Definitions

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following: (1) An employee or third party subject to CREC control conditioning the provision of an aid, benefit, or service of CREC on an individual’s participation in unwelcome sexual conduct; (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to CREC’s education program or activity; or (3) Sexual assault, dating violence, domestic violence, or stalking..

Sexual harassment behavior may include, but is not limited to: suggestive or obscene letters, notes, invitations; derogatory comments, slurs, jokes, epithets; assault, touching, impeding or blocking movement; leering, gestures; display of sexually suggestive objects, pictures or cartoons; continuing to express sexual interest after being informed that the interest is unwelcome; coercive sexual behavior used to control, influence, or affect the educational

opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid); inappropriate attention of a sexual nature from peer(s), i.e. student to student.

The exercise of rights protected under the First Amendment does not constitute sexual harassment under Title IX.

“Sexual assault” means an offense classified as a forcible or no forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

“Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child; by a person who is cohabitating with or has cohabitated with the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under Connecticut domestic or family violence laws; or by any other person against an adult or youth complainant who is protected from that person's acts under Connecticut domestic or family violence laws.

“Dating violence” means violence committed by a person—

(A) who is or has been in a social relationship of a romantic or intimate nature with the complainant; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship. (ii) The type of relationship. (iii) The frequency of interaction between the persons involved in the relationship.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (A) fear for that person’s safety or the safety of others; or (B) suffer substantial emotional distress.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered, as appropriate, as reasonably available, and without fee or charge, to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to CREC’s education program or activity without unreasonably burdening the other party, and include measures designed to protect the safety of all parties or CREC’s educational environment, or to deter sexual harassment.

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any CREC official who has authority to institute corrective measures, or any CREC employee.

“Complainant” means an individual who is alleged to have been subjected to conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that CREC investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Title IX Coordinator

The CREC Title IX Coordinator is Regina Terrell, Director of Employee and Labor Relations, CREC, 111 Charter Oak Avenue, Hartford, Connecticut, 06106; telephone: (860) 509-3605; email: rterrell@crec.org.

Reporting Procedure

Any person may report sexual harassment, whether or not the person reporting is a person who is alleged to have been subjected to conduct that could constitute sexual harassment. Such report may be made to the Title IX coordinator or to the school principal/program director or designee, in person, by mail, by telephone or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours), and it may be made anonymously.

Students who believe that they have been sexually harassed at a CREC education program or facility, or those who have knowledge of sexual harassment occurring at a CREC education program or activity, should report the matter to the Title IX coordinator or to the school principal/program director or designee. School or program employees who receive reports of sexual harassment should immediately forward them to the Title IX coordinator with a copy to the school principal/program director or designee.

Supportive measures

Upon receipt of a report of sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures; consider the wishes of the complainant with regard to supportive measures; inform the complainant of the availability of supportive measures whether or not the complainant files a formal complaint; and explain to the complainant the process for filing a formal complaint.

Supportive measures may include, but are not limited to: 1. A change in class schedule; 2. Additional time to make up assignments/tests missed due to the alleged harassment; 3. Ability to withdraw from elective classes without penalty; 4. Separating the parties as much as possible during the school day; 5. Support by the guidance counselor, school social worker or other designated individual; 6. Increased monitoring, supervision or security in locations or activities where the alleged misconduct occurred; and 7. Other similar measures.

Supportive measures provided must be kept confidential unless disclosure is necessary for the supportive measure's effectiveness.

The Title IX Coordinator must document that measures were taken in order to restore or preserve equal access to CREC's education program or activity and such documentation should address why the response was not deliberately indifferent. The Title IX Coordinator must document all supportive measures offered to and/or provided to the complainant. If the Title IX Coordinator does not provide supportive measures to a complainant, the Title IX Coordinator must document why such a response was not clearly unreasonable in light of the known circumstances.

Formal grievance procedure

A report of sexual harassment is not a request for a formal Title IX complaint investigation. A complainant who wants a formal complaint investigation must file a formal written complaint with the Title IX Coordinator.

The formal grievance procedure is designed to provide for the prompt and equitable resolution of complaint alleging any action that would be prohibited by Title IX and its implementing regulations. The grievance procedure applies only to claims of sexual harassment occurring in CREC's education programs or activities and within the United States. The formal grievance procedure is only initiated if the complainant, the complainant's parent/guardian, or the Title IX Coordinator signs a formal complaint alleging sexual harassment against a respondent and requesting that CREC investigate the allegation of sexual harassment.

The Title IX Coordinator, investigator, decision-maker, and any person designated to facilitate an informal resolution process will recuse themselves if they have a conflict of interest or a bias for or against complainants or respondents generally or to an individual complainant or respondent. There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

The grievance process will be completed within a reasonable time frame. Although each complaint is different, a reasonable time frame generally means that the grievance process will be completed within forty-five (45) calendar days of when the formal complaint is filed. Time frames may be extended for good cause. Both the complainant and respondent should be informed in writing of any extension of the time frame and the reason for the extension. Good cause may include, but is not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity or Department of Child and Families investigation; or the need for language assistance or accommodation of disabilities.

1. The written formal complaint should include:

- a. the name of the complainant;
- b. the date of the complaint;
- c. the date(s) of the alleged sexual harassment;
- d. the name(s) of the alleged harasser(s) (if known);
- e. the location where such sexual harassment occurred;
- f. a detailed statement of the circumstances constituting the alleged sexual harassment;

g. any other pertinent information.

2. Upon receipt of a formal complaint, the Title IX Coordinator must provide the following written notice to the parties who are known:

a. Notice of CREC's grievance process, including any informal resolution processes that are available.

b. Notice of the allegations of sexual harassment, including sufficient details known at the time, such as: the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment in violation of Title IX, and the date and location of the alleged incident (if known).

c. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process.

d. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

e. A statement that each party will have the opportunity to inspect and review evidence provided.

f. A statement that parties who knowingly make false statements or knowingly submit false information during the grievance process may be disciplined.

3. If during the course of the investigation of the formal complaint the investigator (who may not be the Title IX Coordinator) decides to investigate allegations not included in the original complaint, the investigator will provide notice of the additional allegations to the parties whose identities are known.

4. Risk Assessment. Upon receipt of a formal Title IX written complaint, the Title IX Coordinator will undertake an individualized safety and risk analysis. If the Title IX Coordinator determines that there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment that justifies removal of the respondent from the school setting, the Title IX Coordinator, in conjunction with the school principal/program director, if the respondent is a student, or the Director of Human Resources, if the respondent is an employee, will immediately remove the respondent from the school setting. If the respondent is a student, any decision to suspend or recommend the student for expulsion will follow CREC's normal suspension/expulsion process. If the respondent is an employee, CREC will follow its normal exclusionary procedures for employees, including but not limited to placement on administrative leave.

5. If the complainant is a minor student, and/or the alleged perpetrator is a staff member, the Title IX Coordinator will evaluate whether a report must be made to the Department of Children and Families (DCF). In cases where such report is made and DCF begins an investigation, any investigation by the district may begin only after DCF completes its own.

6. CREC may consolidate two or more formal complaints where the allegations of sexual harassment arise out of the same facts or circumstances.

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7. **Mandatory Dismissal of Formal Complaint.** If, during the course of the investigation, it is determined that the respondent's conduct, even if proven, did not occur in a CREC education program or activity, or did not occur against a person in the United States, CREC is required to dismiss the formal complaint with regard to that conduct. Such dismissal must be approved by the Superintendent or designee or the Director of Human Resources. Such dismissal does not preclude investigation and/or discipline under the provisions of another CREC policy.

8. **Permissive Dismissal of Formal Complaint.** CREC may dismiss the formal complaint or specific allegations therein, if (a) any time during the investigation or decision-making process, the complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; (b) the respondent is no longer enrolled or employed by CREC; or (c) specific circumstances prevent CREC from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Such dismissal must be approved by the Superintendent or designee or the Director of Human Resources. Such dismissal does not preclude investigation and/or discipline under the provisions of another CREC policy.

9. Upon mandatory or permissive dismissal, the Title IX Coordinator must promptly send simultaneous written notice of the dismissal to all parties.

Formal Investigation Process

1. The investigator must be free from bias and conflicts of interest and trained to serve impartially.

2. The investigator must ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on CREC, not the parties.

3. The privacy of an individual's medical, psychological, and similar treatment records will be protected. Such records will not be accessed by the investigator or decision makers unless the individual's or parent's/guardians voluntary, written consent is obtained.

4. The investigator will provide an equal opportunity for all parties to present witnesses, including fact and expert witnesses, and other evidence.

5. No party will be prohibited from discussing the allegations under investigation or gathering and presenting relevant evidence.

6. Each party may be accompanied to any meeting or proceeding by an advisor of their choosing. The advisor, however, will be there to provide advice to the party and may not actively

participate in the meeting or proceeding. The advisor will not be allowed to ask or answer questions during the meeting or proceeding.

7. Each party will be given at least three (3) calendar days advance written notice of the date, time, location, participants and purpose of all investigative interviews or other meetings to which the party is invited, in order to have sufficient time to prepare to participate.

8. To the extent the documents and information are not protected from disclosure by the Family Educational Rights and Privacy Act (FERPA), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Act (IDEA), or any other federal or state law, both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including evidence upon which CREC does not intend to rely in reaching a determination regarding responsibility, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

9. Prior to completing the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will be given a minimum of ten (10) calendar days to submit a written response to that information. The investigator must consider any written response prior to completing the investigative report.

10. After completing the investigation, the investigator must create an investigative report that fairly summarizes the relevant evidence, including credibility determinations, which may not be based on a person's status as a complainant, respondent or witness. The investigative report must include the following:

- a. The identity of the parties;
- b. The conduct potentially constituting sexual harassment;
- c. A list of the evidence reviewed; and
- d. Findings of fact. A copy of the investigative report shall be sent to each party and the party's advisor, if any, in an electronic format or hard copy.

Formal Decision

The decision-maker for student respondents will be the school principal/program director or designee. The decision-maker for CREC staff or third party respondents will be the Director of Human Resources. The decision-maker cannot be the same person as the Title IX Coordinator or the investigator.

The decision-maker must determine whether the respondent is responsible for sexual harassment in violation of Title IX. To reach the determination, the decision-maker must use the preponderance of the evidence standard. This standard is met if there is more than a fifty percent

(50%) chance that the respondent is responsible for sexual harassment in violation of Title IX. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

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The decision-maker must issue a written determination that includes:

- a. The allegations potentially constituting sexual harassment;
- b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence and meetings held;
- c. Findings of fact supporting the determination;
- d. Conclusions regarding the application of CREC policy to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility.
- f. Any disciplinary or other sanctions to be imposed on the respondent.
- g. Whether remedies designed to restore or preserve equal access to CREC's education program or activity will be provided by to the complainant. To the extent that CREC does not have permission from the relevant party to reveal the discipline, remedies provided, or other information protected by FERPA, the IDEA, the ADA or other federal or state law, such portion of the report must be redacted before being provided to the other party.
- h. CREC's appeal procedures and permissible bases for the complainant and respondent to appeal the decision.

The parties shall be given a minimum of ten (10) calendar days before the decision maker makes a determination of responsibility to review the investigation report and provide a written response; and must be given an opportunity to submit written, relevant questions to be asked of any party or witness, be provided with the answers to such questions, and be allowed additional, limited follow-up questions. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The written decision must be provided to both parties simultaneously. The decision is not considered final until after the date of a written determination on any appeal or the deadline for filing an appeal passes.

If a respondent is found to be responsible for the alleged conduct and the alleged conduct is found to be a violation of Title IX, the respondent may be subject to discipline, up to and including recommendation for expulsion if the respondent is a student; or up to and including termination if the respondent is an employee or individual under contract or volunteer. If the respondent is found to be responsible for the alleged conduct and it is determined that the conduct does not violate Title IX but does violate another CREC policy or school/program rule, the respondent may be subject to discipline up to and including recommendation for expulsion if the respondent is a student; or up to and including termination if the respondent is an employee or individual under contract or volunteer. A finding of no responsibility under Title IX does not prohibit CREC from investigating and determining that the respondent's conduct violated another provision of CREC policy.

The Title IX coordinator is responsible for effective implementation of any remedies.

Appeals

A party may file a written appeal from the written decision or from a dismissal of a formal complaint to the Executive Director, within ten (10) calendar days of receipt of the written decision or notice of dismissal. The only grounds for appeal are:

1. Procedural irregularities that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, and that could affect the outcome of the matter; and/or
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal the Executive Director or designee (who may not be the Title IX Coordinator, investigator or decision-maker) will notify the other party in writing that an appeal has been filed, and will give both parties the opportunity to submit a written statement in support of their respective positions on the appeal. Such written statement must be submitted within ten (10) calendar days of receipt of the Executive Director's or designee's notice that an appeal was filed. The Executive Director or designee will issue a written decision describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

Informal Resolution

After a formal complaint has been filed, the parties may voluntarily agree to participate in CREC's informal resolution process. The parties may not be required to participate in the informal resolution process as a condition of continued enrollment or employment or the enjoyment of any right to an investigation and/or adjudication of the formal complaint of sexual harassment. Prior to participating in any informal resolution process, the parties will be provided with written notice disclosing the following:

1. The allegations;
2. The circumstances under which the informal resolution process would preclude the parties from resuming a formal complaint arising from the same allegations;
3. The right of any party to withdraw from the informal resolution process at any time prior to the parties agreeing to a resolution and to require the resumption of the formal complaint process after such withdrawal; and
4. The consequences resulting from participating in the informal resolution process, including whether records will be maintained or could be shared.

Each party must give written consent to engage in the informal resolution process. Such consent may be withdrawn at any time. The informal resolution process may not be used to resolve allegations that an employee sexually harassed a student.

The informal resolution process consists of mediation, and/or an agreement to truncate the steps of the grievance procedure where the parties agree to some or all of the facts.

Prohibition against Retaliation

Retaliation against any individual because the individual has made a report or complaint, testified, assisted, participated or refused to participate in any manner in an investigation, interview, or any proceeding regarding a claimed Title IX violation is prohibited. Retaliation shall include intimidation, threats, coercion or discrimination, including charges against an individual for violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment if the purpose is to interfere with any right or privilege secured by Title IX. Complaints of retaliation must be filed through the formal complaint process.

The exercise of rights protected under the First Amendment does not constitute prohibited retaliation. Charging an individual with a violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

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Recordkeeping

The following records must be maintained for a minimum of seven years from the end of the grievance process:

1. The records of each sexual harassment investigation, including any determination regarding responsibility, and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to CREC's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be maintained for a minimum of seven years. The training materials will be available on the CREC website.

Confidentiality

CREC will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA or as required by law, or to carry out the purposes of this regulation and accompanying policy, including the conduct of any investigation or other proceedings arising thereunder.

Materially False Statements

A complainant, respondent or witness who is found to have made a materially false statement in bad faith during the grievance process shall be subject to discipline up to and including recommendation for expulsion in the case of a student, and up to and including termination in the case of an employee. A determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Training

The Title IX Coordinator, investigators, decision-makers and any person who facilitates an informal resolution process, will receive training on the definition of sexual harassment in 34 C.F.R. §106.30; the scope of CREC's education program or activity; how to conduct an investigation and grievance process including meetings, appeals and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers will receive training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behaviors are not relevant. Investigators will receive training on issues of relevance so as to be able to create an investigation report that fairly summarizes relevant evidence.

Regulation issued: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Revised:
February 21, 2018 Hartford, Connecticut Revised: September 16, 2020

Student Discipline

I. 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, 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/program becomes a critical part of this process because it has the responsibility to teach and guide students to achieve good self-discipline. Each school/program will develop expectations that affirm positive behavioral outcomes for students and align practices around these expectations. Each school/program will engage the parents/guardians and community members in the development of these practices. School and home must work together in an effort to help and guide children toward achieving good self-discipline.

Students will be taught behavioral expectations as part of the school curriculum in all grades and all CREC schools and programs will have a scientifically research-based model of positive behavioral supports.

The purpose of this Discipline Policy is to encourage accountability for students' behavior and to assist them to recognize and learn proper decisions so they can become independent and productive members 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 recommendation for expulsion. Whatever measure is employed, the discipline must always be fair and dignified.

II. Scope of this Policy

Conduct on School Grounds or at a School-Sponsored Activity

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process and/or violates a publicized CREC policy.

Conduct off School Grounds

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violation of a publicized CREC policy. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Council may consider, but such consideration shall not be limited to, the following factors: (1) 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 Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Council may also consider whether such off-campus conduct involved the illegal use of drugs.

III. 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 will be referred to the home school district.

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A. 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 who 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 sponsored activity who, (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.

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

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

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

If the sending LEA declines to conduct an expulsion hearing per the CREC Superintendent of Schools recommendation, CREC shall do so, in accordance with C.G.S. 10-233d.

CREC's Executive Director or his/her designee shall create administrative regulations regarding student discipline in accordance with this policy.

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.

10-221u. Boards to adopt policies addressing the use of physical activity as discipline

Honig v. Doe. 484 U.S. 305 (1988)

P.A. 19-91, An Act Concerning Various Revisions and Additions to the Education Statutes

Policy adopted: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Revised:
June 20, 2007 Hartford, Connecticut Revised: April 19, 2017 Revised: October 16, 2019
Revised: January 15, 2020

Students Discipline Cont.

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

All students have the right to learn in safe and orderly environments in which teaching and learning can take place within a climate of mutual respect, without disruptive behavior by any student infringing upon the rights of others.

Student discipline includes a continuum of incremental interventions, supports, and consequences that are clear and developmentally appropriate; and include learning opportunities for students to reinforce positive behaviors and help them make good choices. Such continuum may include:

- Discussion with a teacher, member of the support staff, vice-principal or principal
- Attendance/performance/behavior contracts
- Counseling staff
- Reflection sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school activities
- Peer mediation
- Mentoring
- Conflict resolution
- Individual or group counseling
- Detention
- Restitution for damaged or stolen property
- Community service
- Referral to community-based organizations
- Restorative practices

When inappropriate behavior occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive, but at the same time recognizes that there are circumstances under which suspension or expulsion may be the required response.

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.

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 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.

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 and/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.

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 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- 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.

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

a student in grades three to twelve, on school grounds or at a school-sponsored activity whose conduct is violative of a publicized school policy and either endangers persons or property; or is seriously disruptive of the educational process; 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.

7.4 If the sending LEA declines to conduct an expulsion hearing per the CREC Superintendent of Schools recommendation, CREC shall do so, in accordance with C.G.S. 10-233d and any procedures adopted pursuant thereto.

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 is violative of a publicized school policy and either endangers persons or property, or is seriously disruptive of the educational process; 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 may 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, discriminatory or abusive language directed at a member of the school staff or other students.
- d. Attempts at extortion or intimidating school staff or other students.
- e. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.
- f. Possession of drug paraphernalia.
- g. Use of cigarettes and/or other types of tobacco or tobacco products, including electronic nicotine delivery systems (e-cigarettes) or vapor products.
- h. Destruction of school property or personal property.
- i. Misbehavior on a school bus.
- j. Class truancy.
- k. Unauthorized use or misuse of computers or other technological equipment.
- l. Sexual harassment, bullying, harassment and/or hazing.
- m. Leaving school without permission.
- n. Misconduct of a nature that threatens the safety of school property or the welfare of the persons who work or study therein.
- o. Gambling.
- p. Accumulation of minor offenses.

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 and/or 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 harm 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, (1) 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; (4) whether the conduct involved the use of alcohol; and (5) whether inappropriate use of social media was involved.

8.5 Discipline may result when: 1) 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 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.

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:

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 district rules pertaining to student discipline.

12.2 The Principal of each school/program shall take steps to ensure that all rules pertaining to the discipline of students are communicated to students at the beginning of each school year, and to newly-enrolled students at the time of their enrollment in the school/program.

Regulation approved: March 16, 2016 CAPITOL REGION EDUCATION COUNCIL

Revised: January 18, 2017 Hartford, Connecticut Revised:

January 16, 2019 Revised: September 18, 2019 Revised: November 20, 2019

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.
- 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.

Other School Based Activities to Promote School Wellness

CREC will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. CREC will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes. CREC schools will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or CREC's curriculum experts. All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and be complementary with the wellness policy. All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate. School-based activities focused on promoting healthy lifestyles will be incorporated into the daily efforts of the school community.

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.

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.

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 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.
PL 108-265 Child Nutrition and WIC Reauthorization Act of 2004
USDA Regulations 42 U.S.C. 1758b, Local School Wellness Policy Requirements.

Policy Adopted: March 31, 2006 CAPITOL REGION EDUCATION COUNCIL Revised:
March 17, 2010 Hartford, Connecticut Revised: November 20, 2013
Revised: June 21, 2017 Revised: May 20, 2020

Student Records; Confidentiality

Educational records will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

It is the policy of the CREC Council that staff will comply with all applicable laws and regulations regarding confidentiality and access to all students' records. Procedures shall be implemented to ensure strict confidentiality of student records while providing proper parental and/or student access to records. Availability of these policies and procedures shall be made known annually to all parents/guardians of children within the district.

Legal Reference: Connecticut General Statutes

1-210 (b)(11) Access to public records. Exempt records. 7-109 Destruction of documents. 10-15b Access of parent or guardians to student's records. 10-154a Professional communications between teacher or nurse & student. 10-209 Records not to be public. 10-221b Boards of education to establish written uniform policy re: treatment of recruiters. 11-8a Retention, destruction and transfer of documents. 11-8b Transfer or disposal of public records. State Library Board to adopt regulations. 46b-56 (e) Access to Records of Minors. Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983). Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g).

Legal Reference: Connecticut General Statutes (continued)

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96 and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011. USA Patriot Act of 2001, P.L. 107-56, 115 Stat/ 272, Sec. 507, 18 U.S.C. 2332b(g)(5)(B) and 2331. P.L. 107-110, "No Child Left Behind Act of 2001", Sections 4155-5208, 9528.

Policy adopted: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Revised:
February 16, 2005 Hartford, Connecticut Revised: April 24, 2013

Student Records; Confidentiality Cont.

Definitions

As used in this regulation:

1. a) “Student” means an individual who is or has been “in attendance” in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students “attend” classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.
 - b) “Adult student” means a person who is enrolled in school and who is at least eighteen (18) years of age.
 - c) “Eligible Student” means a student who has reached eighteen (18) years of age or who is attending an institution of post-secondary education or is an emancipated minor.
2. “Student Record” means any item of information directly related to an identifiable student, other than directory information, which is maintained by the school district or required to be maintained by an employee in the performance of his/her duties whether recorded by handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school district, regardless of the physical form in which it is maintained. Any information which is maintained for the purpose of review by a second party is considered a student record. “Student Record” shall not include: informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute for the maker of the record; employment records used only in relation to a student’s employment by the district ; alumni records that contain information about the student after the student is no longer in attendance; records maintained by law enforcement personnel that were created by such personnel for the purpose of law enforcement ;records of an eligible student that are maintained by a physician, psychologist, professional or paraprofessional made in connection with the treatment of the student and disclosed only to individuals providing such treatment.
3. “Substitute” means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of notes in his or her position. Medical records are not open to public inspection.
4. “Directory Information” means one or more of the following items: student’s name, address, participation in officially recognized activities and sports, grade levels, weight and height of members of athletic teams, dates of attendance, and degrees and awards received.

5. “Parent” means a natural parent, an adopted parent, a legal guardian or an individual duly appointed to act as a parent in the absence of a parent or guardian. If parents are divorced or legally separated, both the parent granted custody and the parent not granted custody have the legal right of access to the academic, medical, hospital or other health records of the child, unless a court order prohibits access.

Whenever a student has attained eighteen (18) years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardian of the student shall thereafter only be required of, and accorded to, the student. Parents of a student eighteen (18) years of age or older who is a dependent, as defined in Section 152 of the Internal Revenue Code of 1956, retain the right of disclosure of student records.

6. “School Official” means a person employed by the district as an administrator, supervisor, instructor or support staff member, including health or medical staff and law enforcement unit personnel, a person serving on the CREC Council, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

7. “Disclosure” means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written, or electronic means.

8. “Personally Identifiable Information” includes but is not limited to the student’s name, the name of the student’s parent or other family member, the address of the student or student’s family, a personal identifier such as the student’s Social Security Number or student number, or “biometric records” (a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, including fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics and handwriting), a list of personal characteristics or indirect identifiers, such as the name of the student’s parent or other family members and the date and place of birth and mother’s maiden name, or other information that would allow a reasonable person in the school or community who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

9. “Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

10. “Access” means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record or an accurate copy of a record and a request to release a copy of any record.

11. “Law Enforcement Unit” means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities, or 2) maintain the physical security and safety of the agency or institution.

12. “Legitimate Education Interest” means the need for a school official to review an educational record in order to fulfill his/her professional responsibilities.

13. “Authorized Representative” means any entity or individual designated by a state, or local educational authority, or the Comptroller General, or the Attorney General, or the Secretary of Education, to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

14. “Education Program” means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.

15. “Early Childhood Education Program” means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children’s cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

Types of Records

CREC MAINTAINS STUDENT RECORDS ONLY WHILE A STUDENT ATTENDS A CREC SCHOOL. ALL RECORDS OF EXITING STUDENTS ARE RETURNED TO AND MAINTAINED BY THE SENDING LEA.

The school district shall maintain only the following three categories of records:

1. “Mandatory Permanent Student Records” are those records which are maintained in perpetuity (at least 50 years) and which schools have been directed to compile by statute, regulation, or authorized administrative directive. Such records shall include the following: A. Legal name of student, address, gender of student B. Date of birth, place of birth C. Method of verification of birth date D. Name and address of parent of minor student (1) Address of minor student if different than the above (2) An annual verification of the name and address of the parent and the residence of the student E. Entering and leaving date of each school year and for any summer session or other extra session F. Subjects taken during each year, half-year, summer session, or quarter G. Academic achievement (grades, transcripts) H. Level of academic

achievement (class standing/academic level) I. If marks or credit are given, the mark or number of credits toward graduation allowed for work taken J. Verification or exemption from required immunizations K. Date of high school graduation or equivalent L. Student activities and significant awards

2. "Mandatory Interim Student Records" are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per statute, regulations (6 years following the student's graduation, or the graduation of the class to which he/she belonged, after appropriate notification to parents and/or eligible students via media and an opportunity provided to copy said records), or authorized administrative directive. Such records include the following:

A. A log or record which shall be maintained for each student's record and which lists all persons, agencies or organizations requesting or receiving information from the record, and the legitimate interests therefor. (Exceptions from listing, see Access Log, #2.)

B. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver. (Comprehensive Health Record)

C. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.

D. Language training records.

E. Progress slips and/or notices.

F. Parental restrictions regarding access to directory information or related stipulations.

G. Parent or adult student rejoinders to challenged records and to disciplinary action.

H. Parental authorizations or prohibitions of student participation in specific programs.

I. Results of standardized tests administered within the preceding three years.

3. "Permitted Records" are those records having clear importance only to the current educational process of the student. Such records may be destroyed after 6 years following the student's graduation, or the graduation of the class to which he/she belonged, after appropriate notification to parents and/or eligible students' via media and an opportunity provided to copy said records. Such records may include the following:

A. Objective counselor and/or teacher ratings

B. Standardized test results older than three years

C. Routine discipline data

D. Verified reports of relevant behavioral patterns E. All disciplinary notices

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Maintenance and Security of Student Records

1. Custodian of Records

A. The Assistant Superintendent of Special Education and Pupil Services is hereby designated as custodian of student records. The address of the custodian is 111 Charter Oak Avenue, Hartford, CT 06106.

(1) The custodian is charged with district-wide responsibility for implementing CREC policies and administrative regulations relating to student records.

(2) The custodian shall be responsible for security of student records and shall devise procedures for assuring that access to such records is limited to authorized persons.

(3) The custodian of records or a designated certified employee shall be responsible during the inspection for interpretation of the records where necessary and for prevention of their alteration, damage or loss.

B. In each school, the principal, or a certified employee designated by the principal, is responsible for implementation of CREC Council policies and administrative regulations relating to student records maintained in that school.

2. Files

A. A record for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations, a notation shall be placed in the central file indicating where such records may be found.

B. Student records shall be stored in locked containers (files) or rooms, or in secure electronic format.

3. Information

A. All anecdotal information and assessment reports maintained as student records must be dated and signed by the individual who originated the record. Each school principal shall keep on file a record of enrollment and scholarship for each student currently enrolled in that school.

Access to Student Records

1. School Officials

A. School officials have access to students' educational records without consent, if the official has been determined to have a legitimate educational interest in the records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

B. Contractors, consultants, volunteers, and other parties to whom a school has out sourced services or functions are considered "school officials" who may have access to student records, without parental consent, if the following conditions are met:

- The party is under the direct control of the school.
- The party is subject to the same conditions governing the use and redisclosure of education records applicable to other school officials.
- The contractor must ensure that only individuals with legitimate educational interests, as determined by the district or school, obtain access to the education records. The contractor may not re-disclose personally identifiable information without consent unless the district or school has authorized the redisclosure under a FERPA exception and the district or school records the subsequent disclosure.

C. The district or school may not disclose education records to an outside service provider unless it has specified in its annual FERPA notification to parents/students that it uses contractors, consultants, volunteers, as "school officials" to provide certain institutional services and functions.

D. In controlling access to education records by school officials and outside service providers, schools must:

(1) Use "reasonable methods" to ensure an official is given access to only those education records, paper or electronic, in which the official has a legitimate educational interest. (2) Schools may use such methods as:

- Physical controls such as locked filing cabinets;
- Technological controls such as role-based access controls for electronic records;
- Administrative policies, in lieu of physical or technological controls. Such policies must be effective in controlling access.

2. Parents

A. Parents of currently enrolled students shall have an absolute right during regular business hours to access to any and all student records related to their children which are maintained by the district. Neither the student record, nor any part thereof, shall be withheld or edited. If the student records contain information on more than one student, the parent may inspect and review or be informed of only the specific information which pertains to that student.

B. A parent who is incarcerated is entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any currently enrolled minor student of such incarcerated parent except (1) where the information in such records is considered privileged as defined in C.G.S. 10154a; (2) such incarcerated parent has been convicted of sexual assault, aggravated sexual assault, or rape; or (3) such incarcerated parent is prohibited from knowledge or access to such student's records pursuant to a court order.

C. A parent or guardian's request for access to student records shall be made in writing to the custodian of student records. Access shall be granted no later than ten (10) business days following the date of the request.

D. A requesting parent shall be notified of the location of all student records, if not centrally located.

E. When a parent's dominant language is not English, the district shall make an effort to:

(1) provide interpretation of the student record in the dominant language of the parent, or (2) assist the parent in securing an interpreter.

3. Parental Consent

A. The custodian of student records may permit access to student records during regular school hours (a) to any person for whom a student's parent has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released; or (b) to the student if he/she is an eligible student. B. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited. C. The consent notices shall be kept permanently with the student record. D. Upon request, the district shall provide the parent/eligible student with a copy of the record which is disclosed. (34 CFR 9910, Rights of Inspection and Review)

4. Without Parental Consent

A. No person or agent shall be permitted access to student records without written parental consent or under judicial order, except that access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:

(1) Officials and employees of other public schools or school districts, including local, county, or state correctional facilities where educational programs leading to high school graduation are

provided, where the student intends to or is directed to enroll. The authority of the district or school to transfer education records to a student's new school continues after actual enrollment so long as the disclosure is in connection with the student's enrollment. This ensures that a school may supplement, update, or correct records sent during the student's application or transfer period. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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(1) Authorized representatives of the Comptroller General of the United

States, the Secretary of Education, an administrative head of an education agency, State Education Officials, or their respective designees, or the United States Office for Civil Rights where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law; provided that except when collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.

(2) The U.S. Attorney General or his/her designee in response to a court issued ex parte order, under the USA Patriot Act, in connection with the investigation or persecution of an offense listed in U.S.C. 2332b(g)5(B) or an act of domestic or international terrorism crimes. CREC, in response to such an order, is not required to record a disclosure of information, nor acquire consent or notice to the parent or student.

(3) Other state and local officials to the extent that such information is specifically required to be reported pursuant to state law. (5) Parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.

(6) Schools may disclose information received under a community notification program concerning a student who is required to register as a sex offender in the State.

(7) An agency caseworker or other representative of a state or local child welfare agency, or tribal organization (as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)), who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

B. Information from student records may be released to the following:

(1) Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of other persons. The factors to be considered in determining whether information may be disclosed include the seriousness of the threat to the health or safety of the student or other individuals, the need for the information to meet the emergency, whether the parties to whom the information is disclosed are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 34 CFR 99.36, Conditions for disclosure of information in health and safety emergencies.

(2) Agencies or organizations in connection with a student's application form or receipt of financial aid, provided that information permitting the personal identification of students or their parents may be disclosed only as may be necessary for such purposes as to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid. (3) Accrediting organizations in order to carry out their accrediting functions. (4) Organizations conducting studies for or on behalf of state educational agencies and state higher education authorities, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.

Such disclosure is subject to the following FERPA requirements:

- The district does not have to initiate the research request or agree with or endorse the conclusion or results of the study.
- The district must agree with the purposes of the study and retain control over information from the education records it discloses.
- The district must have a written agreement with the receiving organization that:
 - Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed.
 - Requires the organization to use the information from education records only to meet the purpose or purposes of the study stated in the agreement.
 - Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests.
 - Requires the organization to destroy or return all personally identifiable information when no longer needed for purposes of the study.
 - Specifies the time period in which the information must be returned or destroyed.

C. No person, persons, agency, or organization permitted access to student records pursuant to this regulation shall permit access to any information obtained from such records by any other person, persons, agency or organization without the written consent of the student's parent; provided, however, that this paragraph shall not be construed to require prior parental consent when information obtained pursuant to this regulation is shared with other persons within the district so long as such persons have an equal legitimate interest in the information.

D. Education records may be released without consent if all personally identifiable information has been removed. The district must reach a “reasonable determination” that a student’s identity is not personally identifiable because of unique patterns of information about that student, whether through single or multiple releases, taking into account other reasonably available information. Also, de-identified student level data may be released for the purpose of educational research by attaching a code to each record. It may be necessary to look to local news, events, and media coverage in the “school community” in determining, in a highly publicized incident, whether other information would make a particular record personally identifiable even if all direct identifiers have been removed.

5. Court Order

A. Information concerning a student shall be furnished in compliance with a court order.

(1) Unless otherwise judicially instructed, the custodian shall, prior to the disclosure of any student's records pursuant to a court order, give the parent and the student three days’ notice, if lawfully possible, within the requirements of the judicial order, of the name of the requesting agency and the specific records requested. Such notice shall be in writing if possible.

(2) Only those records related to the specific purpose of the court order shall be disclosed.

6. Subpoenaed Records

If a school or program is served with a subpoena issued by competent authority directing the production of school or student records in connection with any court proceeding, the school or program upon which such subpoena is served shall:

1) Immediately notify the Custodian of Records

2) Immediately notify the student’s sending LEA. If the sending LEA informs the school or program that it will notify the student’s parent or the adult student and respond to the subpoena, the school or program will transfer a copy of the subpoenaed record to the LEA. Otherwise, the school or program shall:

A. Immediately notify the student’s parent or the adult student that the record has been subpoenaed; that it must be produced unless a court intervenes to prevent the disclosure; and that unless the school or program receives notice by the subpoena due date that the parent or adult student has obtained a court order preventing disclosure, the record will be produced.

B. On the subpoena due date, deliver a copy of the subpoenaed record, sealed in an envelope which shall indicate the name of the school or student, the name of the person who issued the subpoena and the title of the case referred to in the subpoena, to the clerk of the court in which the proceeding is taking place, and obtain a receipt from the clerk of the court.

7. Criteria

The following criteria shall be used in determining whether a “school official or employee” has a “legitimate educational interest” in accessing student records:

- (1) The school official or employee has an instructional or supervisory responsibility toward the student that, in order to be fulfilled requires knowledge of the contents of the student's records.
- (2) The school official or employee has an administrative duty that requires information contained in the student's records.
- (3) The school official or employee is engaged in a disciplinary proceeding that requires disclosure of all or part of the student's records in order to come to a just conclusion. The district and/or school shall use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom they disclose education records.

Challenging Contents of Records

PARENTS WISHING TO CHALLENGE THE CONTENTS OF STUDENT RECORDS MUST CONTACT THE SENDING LEA

Directory Information

1. The following student information is declared to be directory information:

- A. Name
- B. Address
- C. Major Field of study
- D. Participation in officially recognized activities and sports
- E. Grade level
- F. Weight and height of members of athletic teams
- G. Dates of attendance
- H. Degrees and awards received

2. Except where consent is withheld by the parent/student, directory information may be released to the following:

A. Federal, state and local governmental agencies

B. Military recruiters or institutions of higher learning that have requested the names, addresses, and telephone numbers of secondary school students unless parental consent is denied.

3. The names and addresses of students enrolled in grade 12 may be provided, in accordance with the terms of the law, to post-secondary institutions cooperating under state law.

4. Notice shall be given annually of the categories of information which the school district plans to release and of the recipients.

5. A student does not have the right to remain anonymous in class and an opt-out may not be used to impede routine classroom communications and interactions, whether the class is held in a specified physical location or online through electronic communications.

Access Log

1. A log or record shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interests.

2. Such listing need not include the following:

A. Parents or students to whom access is granted. B. Parties to whom directory information is released. C. Parties for whom written consent has been executed by the parent or guardian. D. School officials or employees having a legitimate educational interest.

3. The log or record shall be open to inspection only by a parent or guardian and the custodian of student records, or the custodian's designee, and to other school officials with legitimate interests in the records, and to the Comptroller General of the United States, the Secretary of the Office of Education, an administrative head of an education agency as defined in 20 U.S.C. 1232g., and state educational authorities as a means of auditing the school system's operations.

Fee for Reproducing Records

1. A fee based upon the actual cost of reproduction, handling and postage (if any) may be charged for furnishing copies of any student record.

2. The custodian of student records annually shall recommend a fee schedule for approval by the CREC Council.

3. No fee shall:

A. effectively prevent the parents or guardians from exercising their right to inspect and review student records.

B. be charged for searching or retrieving a student's record.

Transfer of Student Records

Whenever a student transfers to another public, private, charter, or magnet school, the student's records are returned to the sending LEA for transmission to the new school. In cases of transfers from one CREC school to another, the student's records are sent directly to the new school.

Expungement of Records Pertaining to Suspension and/or Expulsion

1. Suspension

Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived as permitted by Statute, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the administration-specified program and meets any other conditions required by the administration.

2. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine to twelve based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the CREC Council if the student graduates from high school.

Notification of Parents

1. Parents shall be notified in writing of their rights under this regulation upon the date of the student's initial enrollment, and annually thereafter. The notice shall be in a form which reasonably notifies parents of the availability of the following specific information:

- A. The type of student records and information contained therein which are directly related to students and maintained by the school system.
 - B. The position of the person responsible for the maintenance of each type of record.
 - C. The location of the log or record required to be maintained.
 - D. The criteria to be used by the school district in defining “school officials and employees” and in determining “legitimate educational interest.”
 - E. The policies of the school district for reviewing and expunging student records, including the right to inspect and review the student’s education records within 45 days of the day the school district receives a request. If circumstances effectively present the parent or eligible student from exercising the right to inspect and review the student’s education records, the district shall provide a copy of the records requested or make other arrangements for the inspection or review of the requested records.
 - F. The right of the parent or guardian to access (inspect and review) to student records.
 - G. The policy that no fee will be charged for up to two copies of a record.
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- H. The categories of information which the school district has designated as directory information and that pursuant to federal law, military recruiters and institutions of higher learning may request and receive names, addresses of all high school students, unless their parents/guardians notify the school, in writing, not to release this information.
 - I. The right of the parent to file a complaint with the United States Department of Education concerning an alleged failure by the school system to comply with the provisions of Section 438 of the Federal Education Provisions Act (20 U.S.C.A. 1232g).
 - J. The right to consent to disclosures of personally identifiable information contained in the student education record, except to the extent that FERPA authorizes disclosure without consent.

Issue/Practice of Peer Grading

The definition of “education records” excludes grades on peer-graded papers before they are collected and recorded by a teacher. Peer-grading does not violate FERPA.

Regulation adopted: April 24, 2013 CAPITOL REGION EDUCATION COUNCIL Revised: September 20, 2017 Hartford, Connecticut

Truancy

The Capitol Region Education Council believes that regular school attendance is essential to the academic success of students. The Executive Director is authorized to establish procedures for monitoring school attendance so as to identify students ages 5-18 inclusive who are truant and to enlist the cooperation of the LEA, of parents and, when necessary, the juvenile justice system, in order to address the problem when it arises.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents (as amended by PA 98-243).

10-198a through 10-202 Attendance, truancy in general.

10-202e-f Policy on dropout prevention and grant program.

10-221(b) Board of education to prescribe rules. Campbell v New Milford, 193 Conn 93 (1984).

Policy adopted: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Hartford, Connecticut

Monitoring Attendance/Truancy

In accordance with the Truancy Policy of the CREC Council, the following procedures are hereby adopted.

Definitions

"Truant" means a child ages 5-18 inclusive who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

"Parent" means the parent, guardian, or other person having control of a child.

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education..

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the CREC Council for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy 1. When a student is identified as a truant, the Executive Director or his/her designee will conduct a meeting with the parent, the LEA, the student, if appropriate, and with such school personnel whose involvement is deemed appropriate by the Executive Director or his/her designee. The meeting will occur not later than ten (10) school days after the child's fourth (4th) unexcused absence in a month or tenth (10th) unexcused absence in a school year and will be for the purpose of reviewing and evaluating the reasons for truancy.

2. The parents of each student attending a CREC school or program will be notified in writing annually at the beginning of the school year of their statutory obligation to insure that their child

attends school. Annually at the beginning of the school year and upon any enrollment during the school year, CREC will obtain from the parent of each student a telephone number or other means of contacting such parent during the school day.

2. Each CREC school or program serving students ages 5-18 inclusive shall develop and submit annually to the Executive Director or his/her designee a system of monitoring individual unexcused absences of students. Such system shall provide that whenever a child

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enrolled in a CREC school or program fails to attend on a regularly scheduled school day, and there is no indication that the child's parent is aware of the absence, a reasonable effort to notify the parent, by telephone and by mail, shall be made by school or program personnel or volunteers under the direction of school or program personnel.

3. CREC shall, in cooperation with LEAs, coordinate services with, and referrals of students to, community agencies providing child and family services.

4. On or before 8/15/2018, CREC shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the district that has a disproportionately high rate of truancy, as identified by the Commissioner of Education.

Chronic Absenteeism

In accordance with state statute, attendance review teams shall be established as follows:

1. A district team must be established when the district's chronic absenteeism rate is 10 percent or higher.

2. A school team must be established when a school's chronic absenteeism rate is 15 percent or higher.

3. Either a district team or a school team for each affected school must be established when (a) more than one school in the district has a chronic absenteeism rate of 15 percent or higher; or (b) the district has a chronic absenteeism rate of 10 percent or higher and one or more schools in the district have a chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children; discussing school interventions and community referrals for such truants and chronically absent children; and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The district shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available.

Reports/Referrals

Reports/Referrals

The number of truant and chronically absent children shall be included in the annual strategic school and district profile reports submitted to the Commissioner of Education. The principal or designee of any elementary or middle school located in a town/city designated as an alliance district may refer a parent/guardian with a child defined as a truant or who is at risk of becoming a truant to the children's truancy clinic established by the Probate Court serving such town/city.

Regulation approved: June 18, 2003 CAPITOL REGION EDUCATION COUNCIL Revised: September 18, 2013 Hartford, Connecticut Revised: October 15, 2014 Revised: October 16, 2016 Revised: September 20, 2017

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