



**Glastonbury-
East Hartford**
Magnet School

Glastonbury-East Hartford
Magnet School
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Phone (860) 633-4455
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<http://www.crecschools.org>

“Changing circumstances, such as the need for health and safety protocols, may cause the policies and guidelines in this handbook to be revised and/or superseded. Any such changes will be communicated as soon as the change is made.”

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Preface

Welcome to the 2026-2027 school year! Education is a team effort, and we know that students, families, and GEHMS staff members will work together to make this a wonderfully successful year!

The Glastonbury East-Hartford Magnet School (GEHMS) Family Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is organized by topic for quick access when searching for information on a specific issue. We encourage you to take some time to closely review this handbook.

Please be aware that the terms “parent,” “guardian”, and “family” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

The Family Handbook is a general reference guide only and is designed to be in harmony with [Capitol Region Education Council \(CREC\) policies and procedures](#). Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in each circumstance.

Please note: The Family Handbook is reviewed and updated annually; however, policy adoptions and revisions may occur throughout the school year. Most of the content in this document is aligned with policies from the CREC Magnet School District to ensure consistency with other CREC elementary schools.

Any updates to policies or procedures that impact the Family Handbook will be shared with families through newsletters or other forms of communication. GEHMS reserves the right to amend the Family Handbook at any time, as needed. When revisions are made, reasonable notice will be provided based on the circumstances.

The most current version of the Student and Family Handbook is accessible via the QR code located on the back of the printed car signs distributed at the start of the school year.

While the Family Handbook may reference student and parent rights established through law or district policy, it does not create any new legal or contractual rights.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Kristi Hummel, Principal at 860-633-4455 or khummel@crec.org.

About Our School

The Glastonbury-East Hartford Elementary Magnet School was originally formed by the Boards of Education of East Hartford and Glastonbury. Since the beginning, the school has been managed by the Capitol Region Education Council (CREC). Our organization has a proven record developing ground-breaking and cost-effective programs to advance education for children and adults. CREC's Magnet Schools are leading the way in public education with theme-based programs that provide all students with college and career focused educational opportunities. With highly qualified teachers, cutting edge curricula and state-of-the-art buildings, CREC magnet schools give students from diverse backgrounds a chance to excel in ways that are designed to inspire and motivate. CREC manages a total of nineteen magnet schools across the Hartford region. For further information go to www.crecschools.org.

School Hours:

Students: 8:40 am-3:20 pm

Early Dismissal: 12:10 pm

Main Office 8:00 am-4:00 pm

Before and Aftercare Handbook

Before Care: Begins 7:30 am.

Aftercare: Ends-5:30 pm

Note from the Principal

Dear GEHMS Families,

Welcome to the new school year! On behalf of the entire GEHMS staff, I am excited to welcome both our returning and new families to another year of learning, growth, and discovery.

At GEHMS, our goal is to create a school where every child feels safe, valued, challenged, and inspired to learn each day. We also want every family to feel welcomed, informed, and connected. We know that when schools and families work together, students thrive, and we look forward to partnering with you throughout the year.

Our work is guided by the CREC Core Values:

- **Expect Excellence**
- **Act with Courage**
- **Demand Equity**

These values shape everything we do as we strive to provide engaging, high-quality learning experiences while ensuring every student feels a sense of belonging and has the opportunity to reach their full potential.

We encourage you to stay involved throughout the year by attending school events, communicating with your child's teacher, and becoming familiar with the Student and Family Handbook, which is a valuable resource for school procedures and expectations. Your partnership plays an important role in your child's success, and we truly appreciate your continued support.

Thank you for being an essential part of the GEHMS community. We are excited for all that this school year will bring and look forward to working together to make it a meaningful, successful, and memorable year for every student.

Here's to a wonderful school year!

Warmly,

Kristi Hummel, Principal

Important Contact Information

Kristi Hummel – Principal

khummel@crec.org

O: 860.633.4455 | C: 860.936.0232 | F: 860.657.8427

Desiree Coleman; Rachel DuPont- School Nurse

dcolemanh@crec.org;

rdupont@crec.org

O: 860-633-4455 Ext. 4926 | F: 860.657.8427

Lucille Palowski – Receptionist- attendance

lpalowski@crec.org

O: 860.633.4455 Ext. 4920 | F: 860.657.8427

Shannon Busby – Administrative Assistant- hiring coordinator, billing

sbusby@crec.org

O: 860.633.4455 Ext. 4919 | F: 860.657.8427

Nancy Santiago- Administrative Assistant- lottery, enrollment, registrar

nsantiago@crec.org

O: 860.633.4455 Ext. 4981 | F: 860.657.8427

Christopher Foster and Shawna Holloman – Behavior Intervention Specialists

chfoster@crec.org

sholloman@crec.org

Kim Brown-Greene – Family and Community Engagement Specialist

kgreene@crec.org

O: 860.633.4455 Ext. 4907 | C: 860.508.5080 | F: 860.657.8427

Beth Zaffina – Special Education and Related Services Team Leader

bzaffina@crec.org

O: 860.633.4455 Ext. 495 | F: 860.657.8427

Land Acknowledgement

We would like to begin by acknowledging that the land on which we gather exists upon the ancestral territory and Indigenous villages of the Tunxis, Sicoag, Wangunk, Poquonook, Podunk, Quinnipiac, Massacoe, and Hammonasset Peoples, who have stewarded this land throughout the generations. Through dispossession and disease, colonial powers encroached upon their homelands and reservations.

We also acknowledge the federally-recognized tribal nations that exist in Connecticut today, the Mashantucket Pequot Tribal Nation and Mohegan Tribe; and the state-recognized tribal nations: Golden Hill Paugussett Tribal Nation, Eastern Pequot Tribal Nation, Schaghticoke Tribal Nation, and Schaghticoke Indian Tribe. We support their sovereignty as tribal nations now and into the future, while also understanding their communities can exist beyond the strict bounds of Tribal Nationhood.

CREC's DEI Statement

"Members of the Capitol Region Education Council (CREC) Magnet Schools strive to recognize, value, and show empathy for individuals with a wide range of identifiers, including race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion. Our staff and students pledge to engage in and support ongoing equity and inclusion programming through curricular and co-curricular offerings, professional learning, and local and national partnerships, in line with CREC's mission of equity, excellence, and success for all through high-quality educational services. Additionally, employees and students at CREC Magnet Schools work hard to recognize and address the signs and symptoms of systemic oppression, which can include discriminatory policies, practices, and traditions that favor privileged groups, as well as implicit biases and microaggressions. Employees and students at CREC Magnet Schools commit to learning, developing, and serving others by voluntarily challenging inherited beliefs and ideologies and by affirming and honoring the lived experiences of others."

Non-discrimination (Full policy: [5162 P/R](#))

Policy 5162 Summary:

- The CREC Council complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, pregnancy, disability, or on any other basis prohibited by federal or state law. The prohibition of discrimination in educational programs or activities extends to academic, nonacademic and extracurricular activities, including athletics.
- 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.

- 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. (See full policy for Incident Investigation Form.)

Protection of undocumented students (Full policy/regulation: [5111.3](#))

Policy Summary:

- 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.
- 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.
- 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.
- 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.

Magnet School Lottery Information

RSCO Application & Admission Process

Applications to all CREC Magnet Schools, including GEHMS, are made through the Regional School Choice Office (RSCO) lottery. The lottery deadline is in January for the following school year. Applications can be made online at www.choiceeducation.org.

At the conclusion of grade 5 at GEHMS, families will need to apply in the lottery again for gr. 6/middle school.

Pathway:

GEHMS is a pathway school to other CREC grade 6 schools. Pathways are not guaranteed because of the volume of grade 6 applications that an individual school might receive; however, GEHMS pathway applicants have a better chance of a placement than applicants without a pathway priority.

Direct Pathway:

GEHMS does not have a “direct pathway” priority. Students attending an elementary or middle school with a direct pathway will receive the highest priority for placement.

Sibling Applications

Sibling preference in the lottery is determined by the Regional School Choice Office (RSCO) [click here](#) for more information.

Registration Requirements

You will need copies/photos of these documents to upload during the online registration process.

Proof of Guardianship	Proof of Age	Proof of Residency
One of the documents to prove you are the student's legal guardian. Parent of Student • Driver's License or State Issued Identification • Birth Certificate Legal Guardian(s) • Driver's License of State Issued Identification • Court Document indicating custody or guardianship State Appointed Custodian(s) • State Agency Issued Work Identification • DCF Notification Document (i.e. DCF 603 Form)	One of the documents listed below to confirm the student's age. • Birth Certificate <i>(the long form)</i> • Passport • Immunization Records if birth certificate or passport is not available	One of the following primary documents in the name of the Parent/Guardian(s): • Current mortgage statement • Current lease agreement * <i>You may need to provide landlord name and phone number</i> AND Provide two of the following secondary documents in the name of the Parent/Guardian(s) with matching addresses: • Current bill (cable or phone) • Current pay stub • Current proof of government benefits <i>Your district may require additional documents</i> * If the parent/guardian is unable to provide proof of residency due to living with family member or friend, a Certification of Residency Form must be completed and notarized by both parties. Also a proof of residency document must be provided by the lease/mortgage holder.

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 the school Liaison For Homeless Students or the CREC District Liaison.

Student Arrival and Dismissal at GEHMS

Arrival:

Busses

Bus students enter through the front door. Busses access the large loop in an organized fashion with Security and Staff guidance.

Parent Drop off:

Cars enter via Oak Street, keep left. Parent drop off for all students will be on the south side of the building (adjacent to the soccer field and black top). Then cars may go around the building loop and exit via Nutmeg Street. Adults **DO NOT need to exit their vehicles**.

1. Cars will pull over to right side of the roadway starting at the rear of the school
2. Staff will be present/indicate when children can exit their vehicles.
3. Students should exit on the right side of vehicles.
4. After drop off, please use the left lane to exit. Parents **DO NOT need to exit their vehicles**.
5. PreK and K students will go to the Cafeteria where staff will escort them to classes, older students enter directly through the nearest doors where staff is greeting.

Students will have access to the classrooms beginning at 8:40. The school doors do not open



prior to 8:40. Do not drop children off before 8:40 as there is no staff available.

Breakfast will be eaten in students' classrooms, This will help begin our day smoothly and transition to instruction.

Dismissal:

If a child normally rides the bus but will be picked up for any reason, please provide written notification. Please send a note or email to gehmsoffice@crec.org, or call [Mrs. Palowski](#) at ext. 4920 by 2:30 pm. Make notification to the school as early as possible. **Notification after *2:45 pm may not provide the school enough time to prevent a child from boarding the bus as usual.** Families are asked to avoid coming to the office at the end of the day without prior notification – this delays the dismissal process and presents a safety risk to our students. The main doors are not accessible to non-GEHMS Staff after 2:45 pm.

Early pickups occur through the front office and follow the same sign out and identification procedures as end of day pickups. Ring bell to see Security upon arrival. Parents are encouraged to pick up children before *2:45 pm to minimize the impact on school dismissal procedures.

***Please note: Students cannot be picked up in the office after 2:45 due to the impact on bussing and student safety. Therefore, pickups after 2:45 will follow normal dismissal procedures.**

Bus dismissal

- Bus procedures begin at approximately 3:20
- All buses are scheduled to depart by 3:55. If there is a late bus, CREC Transportation will often send out a phone communication.

Parent Pickup 3:20-3:45.

Please do not line up or arrive early (before 3:00). We cannot park alongside the building and block student recess access or impede on the fire lanes. This is a safety and security risk.

- **Prek parent pick up** is in the Gym. Due to NAEYC and safety mandates, this is the only grade in which parents need to exit their vehicle and sign the child out. PreK students will be with their teachers **in the GYM.** Parents may park in the front visitor lot, use the crosswalk and enter directly into the gym. After retrieving their student, the cars may exit around the building loop and out Nutmeg St. **Older siblings will be with PreK in the gym for parent's ease.**
- **K-1** Follow the same loop as parent drop off. Stopping at cafeteria. Adults do not need to exit their vehicles. Please use the sign in your front windshield. Staff will be outside checking IDs and escorting children safely to their cars. **Older siblings will be with K/1 in the cafe for parent's ease.**



- **gr 2-5 (with no young siblings)** Follow the same loop as parent drop off, but stop along the backside of the building, after the curve. Parent pickup for **2nd through 5th students ONLY** is through the exit at the **rear of the school**. Students will come directly from upstairs. Staff will be outside and monitoring the child's exit. Parents do not need to exit the vehicle, please use the laminated sign on your front dash and have ID ready to be checked.



After 3:45, any student not picked up will go to the Main Office and parents will need to exit their car and enter through the front door. A charge may be incurred (same as aftercare rates).

Who can Pick Up?

- **GEHMS students will only be released to individuals in PowerSchool and/or on the emergency contact list. Identification is required for release of students.**
- If someone not on the list is picking up a child, we require parent/guardian permission. That individual must also have identification at pickup time.
 - o We can only release students to individuals over the age of 16.

Early Dismissal Schedule (for planned half days)

Certain days during the year are shortened to allow for parent-teacher conferences and professional development. These days are noted on the [district school calendar](#). On these dates, dismissal will be at 12:10 for all students.

Please note: the day prior to Thanksgiving and the last day of school are also early dismissal days. Please note that if you are late picking up your child, an aftercare fee may be incurred.

Snow Days and Early Closings

School Cancellation

If school is canceled or if school will be opening late, all parents will be notified through the “School Messenger” system as soon as possible (but not before 6am.) *It is important that you keep your phone numbers and e-mail addresses up to date to receive these urgent messages.*

Information regarding CREC Glastonbury-East Hartford Magnet Schools school closings and late openings will be announced on all local TV stations and WTIC 1080 AM.

Early Dismissal Due to Weather

Occasionally school will need to close early due to a weather or emergency event. The decision to close school will be made and communicated as soon as possible. You will receive calls and e-mails through the “School Messenger” system. Announcements will also be made on the television and radio stations listed above. In addition, it’s very important that each family develops a plan for such days when students will arrive home early.

Snow days will generally be made up at the end of the school year per district and state directive. Therefore, the last day of school on our calendar is always tentative.

Transportation

Bussing

- **GEHMS does not manage transportation.**
- Bus transportation for Glastonbury residents is provided by the **Glastonbury Public Schools. (860-652-7295).**
- Bus transportation for all other students is provided by **RSCO Transportation (860-524-4077).**
 - [Click here](#) to email RSCO Transportation
 - [Click here](#) for transportation forms
- Pre-K students living in Hartford are provided transportation. Pre-K students living elsewhere are required to be dropped off and picked up by families (this is due to seat belt requirements)
- All GEHMS students receive transportation K-5.

Families should receive a notice from the transportation companies over the summer regarding van or bus numbers, pick-up and drop-off times, locations, and other details. Please note, these bus stops are often “neighborhood” stops. Any concerns about transportation- please call the phone numbers above. **Routes, busses and bus staff are not managed by GEHMS.**

Bus Safety

Safety rules are strictly enforced on the buses. There are consequences for when students do not follow the bus rules. Please reinforce bus procedures with your child at home.

Waiting for the Bus

1. Arrive early at the bus stop (The transportation department suggests 10 minutes before stated bus time)
2. Walk and wait on the sidewalk, or any safe area off the road.
3. Do not play with toys at the bus stop.

Boarding the Bus

1. Wait until the bus comes to a complete stop before boarding.
2. Enter the bus single file, without pushing or crowding.
3. Go directly to a seat and sit down immediately

While on the Bus

1. Listen and follow the driver's instructions at all times.
2. Act courteously. Be kind to other children.
3. No fighting or pushing
4. Stay seated while the bus is moving; no changing seats; kneeling or facing backwards.
5. Keep the aisles clear.
6. Talk quietly and do not use abusive language.
7. Do not distract the driver.
8. Follow directions from all adults on bus
9. Keep hands, arms and heads inside the bus.
10. Never throw objects on the bus or out the windows.
11. Do not tamper or damage the bus in any way.
12. Do not eat or litter on the bus.
13. In case of emergency, remain seated and follow the driver's directions.

Leaving the Bus

1. Stand up only when the bus comes to a complete stop.
2. Leave the bus in an orderly manner.
3. Move away from the bus as quickly as possible.
4. Always cross the street in front of the bus. Walk forward far enough away that you can see the driver's face. Wait until the driver waves you across before moving in front of the bus. Do not assume that the driver can see you, just because you are able to see the driver.
5. Always look both ways before crossing the street.
6. If an object drops in the street, LEAVE IT. No matter how important or valuable, it can always be replaced.

Consequences for Bus Rule Violations

If your child does not follow the bus rules outlined above and has not listened to the driver's warnings to behave properly on the bus, the bus driver will issue a referral notice to school administration. Please remember that riding the bus is a privilege. Because student misbehavior can endanger the safety of others on the bus, it may be a consequence that bus privileges be denied or suspended. Other consequences befitting the behavior may include (but are not limited to) seat assignments, communication with families and lunch detentions. Serious misbehavior, such as fighting, destruction of property, etc. may result in immediate loss of riding privilege, as well as suspension from school. **Parents are responsible for transportation when their child has lost the privilege to ride the bus.**

Transportation Reimbursement

In some cases parents who transport their children to school may be eligible for reimbursement through the State Department of Education. At GEHMS, this applies to the families of preschool students living outside of Glastonbury and Hartford. In order to receive this reimbursement:

- Parents must provide transportation for the entire school year.
- The student may not reside in the same town as the school.
- The transportation provided must be from home to the school.
- The student does not reside in a town for which transportation is provided by CREC.
- Reimbursement to parents with more than 1 student at the same school is limited per the State Department of Education.

For more information please go to <http://www.crec.org/transportation>. The online reimbursement form will be available after September 1.

**Please contact [Ms. Busby](#) with any questions.

Transportation Safety Complaints/Procedures

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager at (860-524-4077). A written record of all complaints will be maintained and an investigation of the allegations will take place.

Attendance

Attendance/Excuses/Dismissal (Full Policy: [5113](#))

Policy Summary:

- Connecticut state law requires parents to enroll 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 a 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.

Truancy (Full policy: [5113.2 P/R](#))

Policy Summary:

- 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.

Absence

- Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods.
- When a parent determines that an absence is necessary, **parents need to contact the school by phone 860.633.4455 (choose option and leave a confidential message) or submit in writing GehmsOffice@crec.org**
 - o Office Staff arrives at school at 8:00 a.m.
 - o There is an answering machine on at all times for you to leave a message; press the appropriate selection/speak to leave a message for [Mrs. Palowski](#), our Attendance Coordinator.
 - o When reporting your child's absence, please state your child's full name, your full name and phone number, the teacher's name, and the reason for the absence.
 - o If we do not receive information regarding your child's absence, robo calls go home to families after 10am

Tardiness

- Students arriving to school after 9:00 are considered tardy and must be signed in at the main office or with security. School begins at 8:40 am (late busses do not count as tardy)
- Our system (PowerSchool) automatically sends a phone call to families if a student is not marked present by the attendance cut-off time. As a result, students who arrive late may still receive an automated call indicating they are absent. If you receive one of these calls and your child is in school, please don't worry—just call the main office to confirm their attendance. We appreciate your understanding as we work to keep everyone informed and safe.
- When a parent determines that their child is going to be tardy, parents are requested to;
 - contact the school by phone or email gehmsoffice@crec.org,
 - or [Mrs. Palowski](#),
 - or call [Mrs. Palowski](#) at ext. 4920.
- When reporting your child tardy, please state your child's full name, your full name, the teacher's name, the reason for the tardiness, and the time you expect your child to arrive to school.
- The office staff arrives at school at 8:00 a.m. at other times you can leave a message on the attendance line. Lpalowski@crec.org, 860-633-4455, Press Option 1
- Excessive tardiness will result in the Attendance Committee conducting a file review and holding a meeting with the family.
- *School dismisses at 3:20 pm Busses begin boarding at approximately 3:20.*
- Any student dismissed prior to 3:00 pm will be marked "dismissed early".

Connecticut Laws and Regulations on Attendance

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly.* Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These laws and regulations are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

"A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent."(CT State Board of Education) The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the sending school district offices.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on the sending district provided form to leave school at age 17.

Chronic Absenteeism

New legislation regarding Chronic Absenteeism (P.A.15-224) effective July 1, 2015 defines a chronically absent child as one whose total number of absences at any time during the school year is equal or greater than 10% of the total number of days such student has been enrolled in school during that year. **Chronic absenteeism is different from truancy as it measures the total time a student is out of school, both excused and unexcused.**

For families of students who are chronically absent or in danger of becoming chronically absent, the school will work to meet and discuss school interventions and community referrals to make recommendations for such student and parents/guardians.

- Four absences in one month may result in an attendance meeting with administration.
- Ten accumulated absences may result in an attendance meeting with administration.
- The meeting will attempt to account for full day absences as well as accumulated loss of instruction time (late arrivals/early dismissals)
- The goal of the attendance meeting will be to create an action plan to support the student's regular attendance at school.
- The school social worker, family engagement specialist, office administrator, school administrator, and school nurse may be in attendance to support the creation of the plan.
- The goal of this meeting is to work collaboratively with the family. If however, the parent/guardian does not support the effort to address the attendance issue, the school may seek further support from outside agencies/resources.
- Parents/Guardians are required to contact the school secretary when students will be out for any reason. When the school is not notified, attempts will be made to reach the family via automated message.
- Absences due to illness must be called in to the school office, documentation or a doctor's notes should only be submitted to the school office.

Excused Absences

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

- For absences one through nine, student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.
 - Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
 - Student illness, verified by a licensed medical professional, regardless of the length of the absence.
 - Student's observance of a religious holiday.
 - Death in the student's family or other emergency beyond the control of the student's family.
 - Court appearances which are mandated. (Documentation required)
 - The lack of transportation that is normally provided by the district other than the one the student attends.
 - Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines
1. Per guidance provided by the CT State Department of Education in May 2013, "absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence." (i.e.: in the case of inclement weather situations.) No parental note is needed in this circumstance.
 2. Per guidance provided by the CT State Department of Education in May 2013, Extraordinary Educational Opportunities may now be considered excused absences if the established criteria are met. Approvals for Extraordinary Educational Opportunities will be submitted by parent/guardian to the CREC Superintendent's office 10 days prior to the trip.

Unexcused Absences

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

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

Truancy

A student age five to eighteen with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered truant. A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations.

Before and After Care Program

GEHMS is pleased to be able to provide an extended day program both Before and After school for students PK-5. Space is limited and based on staffing.

Please [CLICK HERE](#) for the GEHMS Before & After Care Family Handbook

Dawn Margaglione is our Before/After Care Coordinator- she can be contacted via email at dmargaglione@crec.org. The main office is also very helpful and knowledgeable in Before Care an Aftercare. Call 860.633.4455 and speak to Ms. Busby.

Administration and Staff

The school staff brings a wealth of training and experience to the school under the leadership of school principal, Mrs. Kristi Hummel, who began at GEHMS in 2016.

Currently we have a staff of 89 including: certified teachers, instructional coaches, a full special education team, a Chinese language teacher, and Specials teachers. Many other important staff members make up our GEHMS family as well; associate instructors, para-educators, custodians, security guards and interventionists.

We encourage parents to communicate with the administration, teachers and staff who can be reached by phone or by *e-mail.

*The email addresses of most staff is (first [initiallastname@crec.org](#)).

(Example: Ms. Lucy Palowski lpalowski@crec.org).

Culture and Climate

It is the responsibility of each person to help make GEHMS a safe and welcoming place where everyone feels comfortable. We treat each other with respect and kindness. We don't make fun of or exclude people for how they look, what they think or believe, or how they feel. We accept and celebrate both the ways in which we are the same and the ways in which we are different, and we learn from each other.

Anyone who is made to feel frightened, embarrassed, or uncomfortable anywhere in the school, classroom, playground, lunchroom, bathroom, hallway, or on the bus, or through the use of a computer, cell phone, or other form of electronic communication is able to get help by speaking to an adult –teacher, counselor, school nurse, principal, aide, bus driver or parent.

Anyone who hears, sees, or knows of a friend in trouble is also encouraged and expected to get help from an adult.

Positive Behavior Intervention Systems

Positive Behavior Intervention Systems is a school wide initiative practiced by all staff that teaches and reinforces appropriate behavior and making good choices in school. Additionally, PBIS teaches staff to continuously examine adult actions in working with students to encourage them to comfort themselves well.

Under this system, GEHMS utilizes a protocol for behavior in every area of the building in which **we teach children to be a GEM (Generous, Engaged, Mindful)**. Note that these expectations extend to the bus, field trips and extracurricular activities.

When students are randomly observed making good choices, they may be rewarded with "Rocket Tickets" these tickets can be redeemed for a variety of special privileges at school. We also have a positive behavior acknowledgement, your child may receive a "Pearl" where they are noticed for doing something great! This comes along with a photo, a small prize and a book from the vending machine!

We encourage all parents to speak to their children about "being GEMS" and to ask staff if you have any questions.

Behavior Expectations, Conduct, and Discipline

CREC Student discipline (Full policy: [5144 P/R](#))

Policy Summary:

- 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 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.

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 when trust is broken.
- Work with teachers, administrators and parents when school rules are violated to restore environment and relationships.

GEHMS also employs Collaborative Problem Solving Strategies.

- ❖ Following any behavioral infraction, students are encouraged to be reflective of their actions and how they may contribute to avoiding such an infraction in the future. We remain solutions-focused and committed to student success.
- ❖ GEHMS staff use the restorative and processing questions below to facilitate restorative conversations.

Restorative Questions	Processing Questions
1. What happened? 2. What were you thinking at that time? 3. What have you thought about since? 4. Who has been impacted? 5. What has been the hardest thing for you? 6. What needs to happen to make things right?	1. What's the issue? Use empathy and reassurance to discuss the antecedent and help regulate the student. 2. Why is that a problem? Define both sides of the problem and relate/acknowledge the behavior. 3. How do we fix it? Collaborate to find a reasonable solution that should result in a different outcome.

Behavior referrals/trackers

Tracking behavior is an important piece of data collection and can inform student need. When a behavioral infraction occurs, parents are notified and a data collection form is sent home (usually via email).

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration and excitement of knowledge. We believe that strong academics are positively linked with appropriate learning behaviors while students are in school. We expect school rules to be followed and will work in partnership with students and families should an issue arise.

Cell Phone and Headphone Policy

Parents and students should be aware that bringing valuable items to school increases the risk that the item could be lost, broken or stolen. **Students should leave ALL valuable items at home.**

All cell phones must be turned off during the school hours of 8:40a.m - 3:40p.m.

- Phones should be kept in the child's backpack/locker to avoid any distraction to the learning environment.
- Field trips do not require student cell phones and they are not permitted. Chaperones are equipped with cell phones and can communicate with administration or applicable staff and families if needed.
- Smart watches are not to be used to make calls or access the internet during school hours. They may be worn, but if the watch becomes a distraction to learning, it may be held by administration and parents will be contacted.
- Please do not call your child or access their personal devices during school hours. This is disruptive to learning and access is limited as bookbags are kept in lockers.

- If a student needs to contact home, or if you need to be reached, communication will take place through the main office or with the support of a staff member.

High-end headphones (such as Beats by Dre, airpods and similar devices) including Bluetooth connectivity to outside devices are not allowed or encouraged at GEHMS. These items are also expensive, and the school cannot be responsible for lost or damaged belongings. If classroom teachers have requested headphones for instructional purposes, please ensure they are not expensive or wireless. The school will provide basic earbuds that plug directly into Chromebooks as needed.

****If personal tech devices are lost, stolen or damaged, the school will not be liable for repair or replacement.**

If a student has a cell phone or expensive wireless headphones during the school day, the items will be confiscated and the parent/guardian notified. If the items are being used for inappropriate or illegal functions, the parent will have to come to sign out and retrieve the phone from administration.

Toys and Student Personal Items

Refrain from bringing toys or personal items (including items students often trade). Often these items lead to peer conflict and distraction.

Also, items are easily lost or stolen, in which case the school will not be liable for repair or replacement. If the items become a major distraction to the learning environment, they may be removed from student possession and parents called.

Student purses and handbags can be a distraction during the school day. Students do not need to carry purses with them during school hours. Any necessary personal items can be accessed as needed, but purses should be stored in lockers.

Student Dress

GEHMS does not have an official uniform. Please be sure your child is dressed for safety and comfort depending on the weather. Keep in mind that students will be playing outside during recess, weather permitting. Students must have gloves, hats, boots, and snow pants in order to fully participate in recess activities when snow is on the ground.

Students also have physical education activities on various days during the week. Dress your child in comfortable clothes and shoes suitable for running (or send in a pair of sneakers) on PE days.

Certain items of clothing are inappropriate for academic settings, and we ask that you do not allow your children to wear them to school.

Examples include but are not limited to:

- T-shirts with inappropriate language or graphics

- Undergarments showing
- Shirts that expose the abdomen
- Jeans, shorts, skirts or dresses that show excessive skin
- Regarding student safety, the following items are not allowed in school: flip-flops or high heeled shoes. Roller skate shoes and chains attached to clothing or wallets.

Students dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is *unsafe, disruptive, or contrary to law*.

If there is a dress code violation, if attire causes a disruption to the learning environment, or are deemed inappropriate by administration- an alternate clothing item will be offered to the child and parents will be contacted. If the violations become consistent, disciplinary action may be taken.

Smoking

Students shall not smoke, use or have in their possession any tobacco products on school property or at any school-related or school-sanctioned activity (On or off school property) as provided by state and federal law. In addition, No smoking by any person is allowed on school grounds.

Substance Abuse

The school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to disciplinary actions in accordance with district policy.

Dangerous Weapons and Instruments

No guns, knives or any weapons (including martial arts weapons, items capable of threatening or causing injury or death) may be brought onto school grounds. “Look-a-like” weapons which may evoke a response are prohibited. Any object used to cause injury will be considered a weapon. Violators may be subject to arrest and prosecution, as well as appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school activity may be expelled from school in accordance with district policy

Students who make threats of violence will be reported immediately to administration. Social Workers have protocols and access to tools to complete risk assessments. Outside agency involvement and/or next steps would be determined through risk assessment.

Sexual Harassment

Sexual harassment (Full policy: [5145.5 P/R](#))

Policy 5145.5 Summary:

- 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 will not be tolerated among students. It is the policy of CREC that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers. Students and staff are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

Definition

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student, or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Procedure

It is the express policy of the CREC Council to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to administration. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

CREC will provide staff development for district administrators and staff. Grievance committee members will annually distribute policy and grievance procedures to staff and students in an effort to maintain an environment free of sexual harassment.

Bullying, Harassment and Hazing

Bullying –Safe School Climate Plan (Full Policy: [5131.911](#))

Policy Summary:

- 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.

Hazing (Fully Policy: [5131.91](#))

Policy Summary:

- No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- 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.
- 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.
- 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.

Public Act No. 11-232 defines bullying as: An act that is direct or indirect and severe, persistent or pervasive, which 1) causes physical or emotional harm to an individual, 2) places an individual in reasonable fear of physical or emotional harm, or 3) infringes on the rights or opportunities of an individual at school.

Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of harassment and are enforced by the Department's Office for Civil Rights (OCR). The statutes that OCR enforces include Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability.

"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.

"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 have recently been in a dating relationship.

"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 photographs are taken or transmitted.

"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.

Public Act No. 11 – 232 clearly indicates that bullying may occur: on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, as well as outside of the school setting.

Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or

group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying.

Student and/or their parent may file a report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action. The complaint procedure is also posted on the District's website. Students and parents are permitted to make anonymous reports of bullying. Note- Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

The Safe School Climate Specialist (Mr. Carlos Lawrence) is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying may be invited to attend at least one meeting at school.

ALL CREC Schools:

1. Permit anonymous reports of bullying by students and written reports by parents or guardians;
2. Require teachers and other school staff to notify school administrators of bullying acts they witness and students' reports they receive;
3. Require school administrators to investigate parents' written reports and review students' anonymous reports;
4. Require each school to maintain a publicly available list of the number of verified bullying acts that occurred there;
5. Require each school to have an intervention strategy for school staff to deal with bullying, including language about bullying in student codes of conduct; and require notice to parents or guardians of all students involved in a verified act of bullying. The notice must describe the school's response and any consequences that may result from further acts of bullying.

Should a family member need to report an act of bullying or harassment, please contact the main office.

Disciplinary Procedures

Article I - Disciplinary Procedures – Overview

- 1.1 When minor violations occur, the usual procedure will be a discussion of the problem with the student and counseling of the student to eliminate repetition of the violation.
- 1.2 Repeated minor occurrences or a serious violation may lead to a parental conference
- 1.3 When these measures prove ineffective, other disciplinary measures (i.e. - removal from classroom, restorative actions, loss of privilege or suspension) may be warranted and imposed by the school principal, his/her designee, the Executive Director and/or the Council.

Article II – Removal (according to district policy)

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. Please note, all attempts are made to keep students in their classrooms.

- 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 seek assistance to escort the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefore.
- 2.3 A log of disciplinary action in accordance with a designated Behavior Referral form will be kept and communicated with families. Copies of Behavior Referral form will be provided to families in a timely fashion. The teacher shall provide the original copy of such log to the school principal when referring a student for disciplinary action.
- 2.4 Any student who is removed from class shall be given an opportunity to complete any class work missed.

Article III - In-School Suspension

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

3.1 During an in-school suspension:

- a. The student must report on time to the in-school suspension area. Students who do not complete their assignments during their in-school suspension will be given additional time of in-school suspension up to an aggregate of five (5) consecutive school days.
- b. Special assignments must be completed by the student and returned to the Assistant Principal's office, or the school principal's designee.
- c. Except for lunch, no student is allowed to leave the in-school suspension room unless an emergency exists or the student is granted permission by the teacher in charge of in-school suspension.
- d. Uncooperative students are to be reported to the office immediately.
- e. Additional classroom work may be assigned by the teacher in charge of in-school suspension when appropriate.

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

Article IV – Out of School Suspension

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

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

4.2 No student shall be suspended prior to having a conversation with school principal or his/her designee, in accordance with Article V.

Article V - Process

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

- 5.1 Prior to a suspension, the student will be informed of the charges which have been posed.
- 5.2 The student will meet with the school principal or his/her designee to review the incident.

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

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

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

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

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

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

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

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

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

Article VII – Expulsion

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

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

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

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

Article VIII - Actions that may lead to Suspension or Expulsion

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

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

- a. Striking or assaulting a student or any member of the school staff. Investigation will include motivation and severity.
- a. Theft or knowingly possessing stolen goods.
- b. Using obscene gestures, racial slurs or abusive language directed at a member of the school staff or other students.
- c. Participating in walkouts from, or sit-ins within a classroom or school building.
- 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. Possession of cigarettes and/or other types of tobacco.
- h. Destruction of school property or personal property.
- i. Misbehavior on a school bus.
- j. Possession of electronic devices.
- k. Unauthorized use or misuse of computers or other technological equipment.
- l. Possession of a remotely activated paging device (unless the student obtains written permission from the school principal for possession and use of the device).
- m. Sexual harassment, harassment and hazing.
- n. Leaving school without permission.
- o. Misconduct of a nature that threaten the safety of school property or the welfare of the persons who work or study therein.
- p. Violation of smoking, dress, attendance or transportation regulations.
- q. Gambling.
- r. Accumulation of minor offenses.
- s. Throwing snowballs, rocks, sticks, food, etc.

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

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

Article IX - Actions Leading to Mandatory Expulsion

In accordance with state law, whenever there is reason to believe that any student was in possession of a firearm or deadly weapon on or off school grounds, the Principal will recommend expulsion to the local Superintendent and LEA. In the event that the Board finds, after a formal hearing, that the student possessed a firearm or weapon on or off of school grounds, the student shall be expelled from school for one (1) calendar year. However, the Board, on a case-by-case basis, may modify the expulsion period.

Reference: PA 94-331 amended C.G.S. 10-233d and requires expulsion of a student who brings a deadly weapon to school.

PA 95-304 amended C.S.G. 10-233a through 10233f and requires expulsion of a student for a calendar year if the student is found to be in possession of a deadly weapon on school grounds.

PA 96-244 adds martial arts weapons possession as cause for expulsion (C.G.S. 10-233d)

Academics

Equity Centric Approach to Teaching and Learning

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. Carlos Figueroa 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.

Second Step District Curriculum

<https://www.secondstep.org/elementary-school-curriculum/classroom-kits>

The elementary years are the ideal time to nurture social-emotional competence and develop foundational learning skills. Our Second Step® Elementary classroom kits offer an [evidence-based](#) approach to social-emotional learning (SEL), with age-appropriate lessons that are easy to teach and fun to learn. Including online training, family communications, and additional educator resources

GLSEN District Curriculum

<https://www.glsen.org/activity/ready-set-respect-elementary-toolkit>

District wide adopted curriculum where students develop the skills to interact in our diverse world with greater respect, empathy, and understanding. Objectives include:

- Foster respect and understanding, tolerance and kindness
- Promote affirmation and support for all
- Improve school climate
- Build leadership
- Encourage ally behavior

Racial Justice Action Week

At CREC we have remained focused on continuous improvement in the areas of racial justice, equity in education, and being true to our [Diversity and Inclusion statement](#). For the past 6 years, all our schools have engaged with Racial Justice Action Week in January. Each school is encouraged to make the week their own and connect the district work to their individual school's commitment to promoting racial justice. All CREC students had some common experiences and learning opportunities related to race, identity, and justice. The plans for the week were developed by teacher teams and school based equity team leaders that continue to promote student voices and connect with community partnerships.

Class Placement

All decisions relating to the assignment of children to teachers will be made by the professional education staff of the school. Teachers, appropriate special education personnel and administration meet to determine class lists since these staff members know how individual children function in the educational setting. Class placement is based on many factors including:

- Documented safety plans
- 504 and IEP plans.
- The learning style of the child and the teaching style of the teacher.
- Personality compatibility between the child and the assigned teacher.
- Social and personal interactions between children being assigned to a given class.
- Balance of class sizes
- Demographics
- Academic groupings

Of course each class must be balanced and the needs of the grade as a whole are considered. *Family requests for class placement or requests for a specific teacher will not be accepted.*

Parents will receive this information in August and the new homeroom teacher will be in contact before school begins.

Administration (in working with the teachers and family) reserve the right to maintain some level of fluidity regarding class lists. If changes are needed to be made, they generally occur within the first month. Class changes after that are not considered unless there are serious extenuating circumstances.

The final decision regarding all class placements are made by administration

Homework

The purpose of homework is to help students become self-directed, independent learners. We at GEHMS believe that homework should not cause frustration or upset. It should be able to be completed independently and review concepts that have already been taught. If homework is causing stress, please contact your child's teacher.

The CREC District Curriculum Team advises the following regarding Elementary Homework:
Per CREC, homework Best Practices by grade level include:

- Pre-Kindergarten: Homework will not be assigned. However, reading to children each day as part of their routine is important. Reading daily will help children to foster a love of reading, develop early literacy skills, and expose them to new words and ideas. Extension “STEM boxes” or share out activities may be provided to students. These are not mandatory, but encouraged.
- Kindergarten - Grade 2: The purpose of homework at this grade band will be to foster positive attitudes about school and develop work habits outside of school. The primary purpose is not to improve students' achievement, but to increase time in text. 20 minutes of reading is recommended.
- Grades 3-4: The purpose of homework at these grades will be to foster positive attitudes about school, develop independent work habits outside of school, and reinforce simple skills introduced in class. 20 minutes of reading is recommended.
- Grade 5: Homework should take approximately 30 minutes and include reading at home and potential work from other subjects. The purpose should be to develop positive work habits and increase responsibility/readiness for middle school.

Field Trips

Students take field trips throughout the year. Field trips allow students to learn by doing.. Some of the trips last just an hour or two while others may take the entire day.

Permission slips are via powerschool and are required for field trips.

Field trips may incur a small fee to cover the cost of bus transportation and/or admission to the destination. However, inability to pay will not result in a child's inability to attend a school trip. Please contact your child's teacher, administration, or the family liaison for assistance as needed.

Field trips and experiences are an integral part of an elementary experience and often directly linked to the curriculum. We do not ever want a child to miss this opportunity. **Due to liability and to maintain everyone's safety however, we CANNOT accept verbal permission. If appropriate permissions are not received, your child will have to remain at school and visit with another class instead of attending the trip.**

Please note that staff and administration will make every attempt to keep parents informed

Family Involvement

Due to fingerprinting and background check protocols, we do not have parents chaperone field trips.

- *If a student's behavior or needs present a concern, their guardian may be asked to attend with their child to assure safety. In these cases, costs will be covered and the parent will not be responsible for any other student groups or supervision of students, just their own. Transportation with their child would be encouraged.
- If a parent wants to "volunteer," for class trips. They can meet where the field trip is (providing their own transportation). Ability to volunteer is based on if the location has public access. Volunteering would be to enjoy the experience with your student and provide some assistance in a non supervisory capacity.
- **"Chaperoning" is supervisory and provided by staff who have had fingerprinting and background checks.

PowerSchool Parent Portal Information

The Glastonbury East Hartford Elementary Magnet School is committed to keeping families and students connected to important school information. Parent Portal allows families and students access to grades, attendance, schedules, and Ecollect to fill out important forms. **All FIELD TRIP PERMISSION SLIPS ARE COMPLETED BY FAMILIES IN POWERSCHOOL.**

To access this information, you must have a CREC PowerSchool Parent account. If you currently have a CREC account, you can use the existing username and password. See below for instructions to add students. If you need to create an account, please follow the instructions below. If you have an existing account and cannot access it, please contact [Ms. Santiago](#), our Admissions Coordinator by [email](#) or at x4981 .

Please be sure to create the account from an internet browser. Go to <https://crec.powerschool.com/public>

Once the account is created, you can install and log in to the app on a mobile device.(The district code is PTFLL.)

- Click the Create Account tab and then click Create Account
- Enter your first name, last name and your email address on the form.
- Choose your own username and password and enter both on this form.
- In the "Link Students to account" section, enter your student's name and then the Access ID and Access Password from this letter.
- If you have more than one student in a CREC school, you can enter their names and Access IDs and Passwords on the same form.
- Click Enter at the bottom of the screen. Now you can use your chosen username and password to access the Parent Portal.

The web address (URL) is: <https://crec.powerschool.com/public>

To add students to an existing account:

- Log in to Parent Portal
- Go to Account Preferences on bottom left
- Go to Students tab
- Enter the relevant information - you will need a unique Access ID and Access Password for each student
- Click OK

For help, please visit the CREC tech support page at:
https://www.crecschools.org/for_families/family_resources/techtools

Web mail is not linked to the Parent Portal. If you need to contact a teacher via email, please copy and paste the teacher's email address into your web mail client. **If you have difficulty with your login or password please contact the Glastonbury East Hartford Elementary Magnet School office, at 860-633-4455.**

Assessment

Students at GEHMS are assessed throughout the year using a variety of means. Common classroom methods include teacher observation, analyzing student work, pre- and post-assessments, student-teacher conferences, running records and unit tests. Assessments help us track student progress over time, determine if students need extra support, and help make changes to curriculum and instruction.

Students in grades 3-5 participate in the Smarter Balanced assessment, which generally takes place in March. Grade 5 students also participate in the state SCBAC test for Science.

Report Cards

Report cards are distributed three times during the school year: in early December, mid-March and at the end of the school year in June. In December and March they are distributed just prior to parent/teacher conferences, generally via email.

Student Records

Student Records; Confidentiality (FERPA) (Full policy: [5125 P/R](#))

Policy Summary:

- 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. [Parent Request for Records Form](#)

Directory information (Full policy: [5145.15](#))

Policy Summary:

- 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.
- Parents or students may choose to have their directory information removed from one or more the specific activities without jeopardizing other activities.

Family life education (Full policy: [6142.1](#))

Policy Summary:

- Family life education shall help students acquire knowledge, attitudes and values which will contribute to the well-being of individuals, families and society.
- Students and parents or guardians shall be informed of their right to exempt the student from the family life program.

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. Records are available upon request in the main office. Record release forms are available. **By law, both parents (whether married, separated or divorced) have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.**

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.

Students will normally 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.

Much research has been done on the effects of retention. This decision is not one that is taken lightly and in general it is only granted under extenuating circumstances. Note- The final decision regarding retention will be made by administration and is non negotiable.

National Association for the Education of Young Children (NAEYC) Accreditation (Preschool)

Achieving NAEYC Accreditation is a process that involves self reflection and quality improvement in order to meet and maintaining accreditation over a five-year period for PreK programs. Directors, teachers, and families all participate in the process. Programs are required to meet standards grouped into 10 areas: relationships with children, curriculum, teaching approaches, child assessment, nutrition and health, staff qualifications, relationship with children's families, relationship with the community, physical environment, and program leadership and management.

GEHMS received this accreditation as of May 2023 and will continue to participate in the renewal and certification process moving forward.

Physical Activity

All students enrolled in elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total per CT state recommendations. Our recess waves are 30 minutes. (The recess requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services).

This daily period of physical activity for elementary school students can be a combination of planned physical education classes, recess, and/or teacher-directed activities.

Students may not be required by school employees to engage in physical activity as a form of discipline during the school day, nor are they to miss 20 minutes of recess as a consequence. This restriction does not apply to brief periods of respite, referrals to a building administrator or situations agreed upon by parents and administrators, or for safety reasons.

Teacher and Paraprofessional Qualifications

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested as to whether the child is provided service by paraprofessionals and their qualifications.

Multi-Tiered Support System (MTSS)

The MTSS team is a school-based early intervention program to help students. The guiding principles are based on the Multi-tiered System of Supports (MTSS) framework to give targeted support to struggling students. The MTSS team will use the three-tiered model to help students in their area of academic need. The MTSS team will also help guide teachers by creating an action plan using Effective Teaching Strategies (ETS) designed to improve student achievement based on student data

GEHMS will notify families by letter if MTSS assistance/instruction is provided. It is important to note that **MTSS is NOT special education**, it is a general education initiative to support students in their classrooms. Please contact Mrs. Gretechn Unfried-English gunfried@crec.org MTSS Coordinator, with any questions.

Student Services

Special Education

GEHMS embraces the concept of full inclusion. Specialized support services are provided according to the students individualized education program (IEP). Special education teachers provide consultation, support and direct services to children. There are also para-educators who work with students, classroom teachers and specialists under the supervision of a special education teacher.

Students with unique learning styles are monitored in compliance with all state laws and in conjunction with Individual Educational Program (IEP) recommendations. Student progress is reported three times per year to align with their report cards. Annual reviews and three-year re-evaluations are also conducted for students with an IEP.

Access to the curriculum for students with an IEP is based on the student's need and the curriculum being utilized by the classroom teacher. This integration is carried out in various ways. Students who can follow regular class lessons with support are given accommodations so that they may remain on task with the rest of the class. If class lessons are beyond a child's skill level, lessons are differentiated or assignments are modified to target the appropriate skills. Students needing additional help may receive support in a small group in or out of the classroom (determined by their individualized education plan).

Referral Procedures for Special Education

A parent/guardian that suspects his/her child may have a disability may make a request for an evaluation at any time by contacting the special education team leader, Mrs. Beth Zaffina (bzaffina@crec.org).

If a teacher is concerned about a student, he/she initially consults the student's parents or guardians.

1. If the concern is of an emotional/social nature, the teacher may consult the school counselor, school social worker, grade level special education teacher, or Special education Team Leader. If the concern is not resolved, the issue will be discussed at a meeting of the Early Intervention Team (MTSS).
2. The MTSS Team, made up of the classroom teacher, school learning coach, assistant principal, school counselor or social worker, and other staff as deemed appropriate. At this meeting further support will be determined. Support may take many forms: continued consultation with the teacher; group or individual counseling at school; meeting with the parent/guardian; and/or possible MTSS referral for additional support.
3. If the concern is of an academic/cognitive nature, the teacher may make a referral to the MTSS. This team is composed of classroom teacher, reading or math specialist, special education team leader or designee, assistant principal, school counselor or social worker, and other staff as deemed appropriate.
4. They provide a forum for discussion of any such concerns, and formulate an action plan. The success of this plan is evaluated to determine if the student is demonstrating growth

in the area of concern. If additional support is then deemed necessary, the child may be referred for a *Planning & Placement Team Meeting.

5. Once the referral request is received all state and federal regulations are followed.
6. If the student is found eligible for special educational services, an Individualized Educational Program (IEP) will be developed by the *Planning and Placement Team.

***As a parent, you are a vital part of the PPT (Planning and Placement Team) process. Your insights, questions, and advocacy help shape the best possible support for your child. You know your child best—and your partnership makes a powerful difference.**

Speech and Language Therapy

Speech and language services address delays in articulation, language (expressive and receptive), fluency, pragmatics and voice. Services may be provided in small groups, individually, in the classroom, and through consultation with classroom teachers.

Occupational Therapy and Physical Therapy

Occupational and physical therapy services are provided to children who have delays in their fine motor or gross motor, visual motor, sensory integration or perceptual development. Services may be provided individually, through consultation with classroom teachers, or in a small group.

Counseling Services

Counseling services are available to students through the school counselor and school social worker for school related issues. The counseling staff works with students individually or in small groups with the duration of services depending on the individual need of the child. Consultation to parents/guardians concerning school related emotional, social or behavior.

Cornerstone Counseling Center and CREC Elementary Schools are working together to offer a school-based mental health program to support children in an effort to maximize their academic, emotional, and social development. Please contact Christina Green (cgreen@crec.org) or [click here](#) for more information.

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. The student may qualify for services accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Students with Physical or Mental Impairments Protected Under Section 504

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education

services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

Health

Health and Safety protocols (Full policy/regulation: [3516.1](#))

Health Records and Medical Information

All students must have current health records on file. Health histories and immunizations are State of Connecticut mandates and are required for school attendance.

Throughout the year, our nurses instruct the students in a variety of health and safety issues. Notices are sent home to inform parents of subject matters prior to the instruction of health education matters.

Extra Clothes

Children, especially those in the younger grades, should have a change of clothing in case of accidents or muddy playground incidents. Please label clothes with your child's name and send them to the classroom teacher. We have a "Rocket Closet" with clean child sized clothing, if your child needs to change and does not have their own clothes, we will borrow from here. If no clothes are available to borrow- parents will be contacted. At the discretion of the nurse or administrator, parent may need to come and provide the clothes, students cannot sit or stay in soiled clothing.

Psychotropic Drug Use

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.

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 CREC Magnet Schools follow the State Statutes, regulations and guidelines established by the CT State Department of Education and the Department of Health regarding the carrying, use and dispensing of medications. Students are allowed to carry Epi pens, inhalers and diabetic testing materials and medications. Students are not to have unauthorized medication in their possession, and are not to transport medication to/from school.

In cases where 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 accompany a physician's, dentists, or APRN's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. 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 APRN and such practitioner certifies in writing that the child needs to keep the device on their person at all times to ensure prompt treatment of asthma or allergic conditions to protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

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 their child.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parent/guardian and a written order from a CT licensed physician. The time or place of such testing shall not be restricted.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give glycogen injections to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written permission and a written order from a physician is 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).

Immunization and Physicals

(Students in K – 12)

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. 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.

(Student in PK only)

In order to provide the best experience, early childhood providers must understand your child's health needs. The health form requires information from you (Part I) which will be helpful to the health care provider when he or she completes the health evaluation (Part II). State law requires complete primary immunizations and a health assessment by a physician, an advanced practice registered nurse, a physician assistant, or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to entering an early childhood program in Connecticut.

Communicable Disease Policy

If your child has a fever (100° or higher), they must stay home, He/she may return to school after having been free of fever (with no medication) for 24 hours. *If your child has been vomiting and or has been having diarrhea, they should stay home until 24 hours after their last episode. This is CREC policy. Families- please heed the guidelines and respect our nurses' professional judgement.*

The following illnesses will require students to be sent home by the nurse:

Vomiting and/or diarrhea – student may return 24 hours after last episode

- Fever (100° or higher) – student may return after 24 hours fever free hours
- Severe or continuous cough
- Rash on body or face
- Conjunctivitis (pink eye) – student may return after 24 hours on medication and a note from the physician
- Impetigo (bacterial skin infection) – student may return after 24 hours on medication and a note from the physician
- Strep – student may return after 24 hours on medication and a note from the physician
- Scabies – student may return after 24 hours of treatment and a note from the physician. The nurse will notify parents if there are numerous cases of scabies in the classroom
- Fifth's Disease – student will be allowed in school except if feverish.
- Chickenpox and other childhood illness – student allowed in school per consent of physician
- If your child has any other illness, please report it to the school nurse.

The School Nurse will be in contact with families regarding treatment of:

- Ringworm on the body – student may be at school while being treated for ringworm at the discretion of the nurse. Antifungal treatment must be in place and the area must be covered while at school. The nurse will notify parents if there are numerous cases of ringworm in the classroom.
- Ringworm of the scalp – student may require prescribed medication and a note from the physician. The nurse will notify parents if there are numerous cases in the classroom.
- Lice – Proof of treatment is needed by the school nurse as well as examination by the school nurse.

*Nursing decisions are based on the expertise of medical professionals. The above is not all inclusive. Medical Director, Dave Cusick collaborates with school nurses to make medical determinations as needed. Staying home is important in helping stop the spread of infection.

We want all students to be healthy at school.

Nutrition

Student nutrition and physical activity (Full policy: [6142.10](#))

Policy Summary:

- 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.

School Lunch

Food Service-Charging Meals (Full Regulation: [3542.43](#))

Regulation Summary:

- 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.

The school breakfast and lunch program will be available to all students in the cafeteria through the Glastonbury Public School Food Service Department.

Glastonbury School Menu Webpage (click on Interactive website) or copy and paste this link: <https://family.schoolcafe.com/GlastonburySD/menus>

- Children may bring lunch from home but no refrigeration or microwaving is available.
- Students who arrive late to school will receive the hot lunch selection for that day. This does not pertain to students with defined food allergies or special dietary restrictions.

Celebrations

Classroom celebrations involving food are not allowed. Due to various food allergies, as well as medical conditions, treats must not be brought into school. This is in accordance to district and NAYEC policy. If cupcakes or sugary snacks are sent in, they will not go to the classrooms.

Party Invitations can only be distributed at school if every student in the class is invited.

Most classrooms recognize birthdays through compliment circles or other activities. If families wish to further recognize a child's birthday, please provide other alternatives such as giving pencils to the students or donating a book to the class library.

During the year, each class will have a variety of celebrations in line with the curriculum and as a component of our global studies approach to learning. If food is involved, items must be coordinated with the classroom teacher and nurse.

Snacks & Treats

We believe that “Healthy Kids Learn Better.” Each year we teach lessons that integrate health, physical education, and science in an effort to teach students about maintaining healthy lifestyles through proper nutrition and exercise. As part of this project we are asking parents to help by only sending healthy snacks and lunches to school. This request is consistent with the Connecticut Better Choice and CREC Schools Nursing directives.

Group snacks at GEHMS that are intended to be shared with students must exclude the following ingredients:

- Peanuts or tree nuts
- High fructose corn syrup
- Hydrogenated or partially hydrogenated oils
- Artificial colors (i.e. Blue #1, Blue, #2, Green #3, Red #3, Red #40, Yellow #5, Yellow #6)
- Artificial flavors

All snacks **to be shared** must be in the original, sealed container with the label intact. We cannot accept home baked goods.

The following list provides examples of products without these additives that are not found in the natural food aisles. Alternatively, most if not all snacks in the natural food aisles or equivalent are acceptable.

- Dried Fruit (e.g. raisins, cranberries)
- Fruit Cups
- Del Monte Fruit Bowls
- Dole Fruit Bowls
- Mott's Healthy Harvest Apple Sauce Cups
- Goldfish, Pepperidge Farm
- Graham Crackers, Teddy Grahams
- Pretzels
- Pepperidge Farm Baked Naturals Pretzel Thins
- Rold Gold
- Utz
- Saltines
- String Cheese

School Safety and Security

Fire Drills & Crisis Response Drills

Fire drills are held throughout the year as required by state law. Students, staff members, and visitors must follow the exit directions posted in each classroom. The school must also hold crisis response drills throughout the year. Drills may be announced or unannounced.

RAPTOR Visitor Management Protocol

The safety and security of our students, staff, visitors and communities is our highest priority at CREC, and Raptor Technologies will further enhance our overall security plan in our schools and programs. Visitors who wish to enter a CREC facility must follow visitor management protocols.

Raptor Technology is designed to identify and alert schools and programs of sex offenders, custody alerts and customized alerts. Raptor Technology will assist with screening visitors, keep unwanted entrants out and provide CREC wide reporting. Raptor Technology also incorporates an emergency panic feature which will allow personnel to instantly alert a customized list of school administrators, officials and first responders.

All first time visitors will be scanned by the Raptor system. Raptor's emergency management system will assist with drill management, alert staff of emergencies, provide real time information, assist with reunification and assist with post-incident reporting. The system does recognize return visitors and the option will be given on a time sensitive basis if another scan is necessary.

All visitors must directly report to the guard desk or front office, provide a state authorized identification or similar identification. The following are CREC approved credentials (Any State issued Identification, Passport, or School Identification)

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.

Pesticide Application

Pesticide application/management (Full policy/regulation: [3524.1](#))

Policy Summary:

- The Capitol Region Education Council has adopted an Integrated Pest Management (IPM) policy for pest control within our buildings and grounds.
- 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.

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of

all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact Kristi Hummel.

Family and Community Engagement

The Capitol Region Education Council (CREC) recognizes the importance of families and the community as partners in education. Our Family and Engagement Specialist at GEHMS, Mrs. Kim Brown-Greene serves to engage families to work with the school to build on current school strengths, make decisions regarding improvements, and foster a culture of community where all stakeholders work together to fulfill the mission and goals of the school.

Staff-Family Communication

GEHMS teachers and administration consider themselves to be partners, with families, in your child's education. Staff are happy to discuss any concerns or questions you may have about the school or your child. To contact a staff member, you may send a note in with your child directed to the appropriate staff member, send an email or phone the school office and leave a message. School personnel will try to respond quickly, but please note- *Teachers are not available to talk during instructional class time. A message will be taken in the main office, calls will not be transferred to classrooms.*

The classroom teachers ask that you do not try to discuss concerns at the beginning of the school day or at dismissal without an appointment, as the teachers are responsible for all students in their care at those times. They will be more than happy to schedule a convenient meeting time or phone conference with you.

Home and School Communication Protocol

GEHMS Home-School policy is designed to foster productive communication between home and school, to underscore teachers' professional status and to recognize parents' legitimate right to consult with school personnel on their children's behalf.

Its aim is to encourage an atmosphere of open and stress-free exchanges that contribute to a cooperative and mutually supportive environment for the benefit of all.

The following recommended sequence of steps focuses on issues with the adults most directly involved in a pupil's life: parent/guardian/family and teacher. In fairness to both parties, it also offers channels for further exploration and dialogue with school administrators on issues that remain unresolved.

Note: Parents with concerns or questions related to a child's school performance or behavior should discuss them first with the child's teacher before contacting administration.

- A brief telephone conference or email between parent and teacher is frequently the only informal interaction necessary to discuss concerns or answer questions, and is recommended as the first step.

- A face-to-face conference between the parent and the teacher is recommended if either party feels that a telephone exchange cannot resolve or has not resolved the issue.
- For any issue that cannot be resolved between the parent and teacher, the next step would be a conference with the teacher, parent, and assistant principal.
- If a parent is not completely satisfied with the outcome of the conference involving the teacher and assistant principal, the parent should outline his/her concerns and the details of unresolved issues directly to the principal. The principal will respond to the parent, articulating the schools position on the issues raised by the parent. Should the matter remain unresolved, the parent should communicate with the office of the Superintendent to Schools.

The school office distributes messages, notes, flyers, forms, and the monthly newsletter via School Messenger. It is critically important that parents keep their email addresses up to date. If you do not have email we can send paper copies of documents to you. Please call the school office so we can be sure you get these important messages.

[SeeSaw](#)

School News and classroom events are posted on SeeSaw, a user friendly app that is secure and private, sorted by classroom. This app has shown much success and has become one of the primary sources of communication between school and home. It contains information on school happenings, class news, upcoming dates and reminders. This site is used by the faculty and the PTO to communicate information about school activities, special events, and items needed for the school/class, and anything else needed to keep you informed.

Family/Teacher 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.

Family Intake Conferences will take place during the first month of school and are a great opportunity to meet families, assess student needs and build relationships. Sign-ups will be sent in advance and there will be one evening available. Note these days are early release days.

School wide Family/Teacher Conferences occur twice and align with the end of a market period taking place in November and March. Teachers will arrange and schedule these conferences. All families are highly encouraged to attend. Note these days are early release days.

Updating Student/Parent Information

Should families move or change telephone number (home, work or cell), please notify the school office **immediately**. It is important that parents keep their children's records up to date.

Military Families

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

Volunteers and Parent Involvement

At GEHMS, we recognize that volunteers can make many valuable contributions to our school. Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Our school has a full-time Family and Community Engagement Specialist. Please contact your school's Parent Liaison, Kim Brown-Green if we may be of any assistance to you.

Volunteer activity is coordinated primarily through classroom teachers and the PTO. Opportunities range from working in the classroom, in the Media Center, and Science Lab. GEHMS also sponsors numerous special activities such as Family Science Night, and Chinese New Year Celebration that encourage many parent volunteers. GEHMS welcomes and expects a high degree of parental involvement and initiative and is open to your suggestions for ways in which you can enhance your child's learning.

There are a few guidelines you need to follow as a volunteer in the School:

- Always visit the security desk to check in and receive a sticker badge, then go to the office for direction

Fingerprinting.

- Volunteers who visit school for a single event or who are under the supervision of a teacher are not required to be fingerprinted.
- Volunteers who work with students outside of a GEHMS staff member's supervision need to be fingerprinted at CREC Central. The main office can assist in scheduling.
- **All school employees and student teachers are fingerprinted and have background checks conducted.

Volunteer Code of Ethics and Confidentiality

There are certain rules that must be followed when volunteering/working in the school.

- Volunteers should not discuss student progress/concerns with parents
- Volunteers should not discuss individual children outside the school
- Volunteers should not compare children within the school
- Volunteers should never publicly discuss parents, children, teachers, or other volunteers

PARENT TEACHER ORGANIZATION

The GEHMS PTO is an integral part of the educational experience. The primary objectives of the PTO are to promote the welfare of our children in school, home, and community; to serve as a communication link and mutual support system among parents, teachers and administration; to encourage multicultural awareness within our community; and to promote a united effort among parents, educators, and the general public to secure for our children the greatest advantages of a multifaceted education.

The PTO sponsors and supports other cultural, scientific and social events throughout the year. Money raised through the PTO fundraisers go to support teachers and staff and may include books, technology and special projects in the classroom. The funds may also be used for other learning supplies and activities that cannot be covered through the school budget.

PTO STRUCTURE

Board Member Positions 2026-2027	
President	Lauren Lentini
Vice President/PTSO Rep	Marci Feige
Treasurer	Francesca Castro
Secretary	Ely White

All parents and teachers of GEHMS are eligible to become voting members of the PTO, upon the payment of dues (\$5.00 per family annually). The PTO membership elects an Executive Board, which is responsible for conducting the business of the PTO as directed by the PTO membership. The PTO Executive Board also oversees, directs and approves the business of the standing committees as applicable, transacts business between organizational meetings, and presents an annual budget for the PTO general membership's vote and approval.

A list of PTO Board positions and opportunities to become involved is distributed annually by the PTO. There are many ways to participate and be an active member of the school community.

PTO MEMBERSHIP

Membership dues are \$5.00 per family, per year. Since GEHMS is relatively small and since so much of the school's funding comes from State and Federal grants, parent support through the PTO is critical to the school's success. Please join and support *YOUR* school.

PTO MEETINGS

The PTO holds regular meetings open to all members of the GEHMS community. Meetings include updates by the principal and may include featured speakers, in addition to general PTO business. Please see the "At-a-Glance Calendar" as well as school messenger communications for exact dates. When applicable and as resources allow, PTO Committees meet separately to discuss committee business, as arranged by the committee chairs. Committee chairs or

representatives may report committee business to the general membership at the open PTO meetings and through the monthly communications.

Other Important Information

Lost and Found

Please have your child check their locker or cubby as well as the lost and found when items are lost. Jackets, sweatshirts, hats, gloves, and lunch boxes are the most common items in the lost and found box (in the cafeteria). **Labeling these items is very important and strongly encouraged.** Small or valuable items may also be held in the school office.

After the conclusion of the year (or as needed based on space) the Lost and Found may need to be thinned out, where items are then donated.

Sexual Abuse Prevention and Education Program

All CREC students in grades K-5 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize abuse and how to report it. The *Child Protection Unit* is a well researched curriculum that our school social worker will use to teach each class (in conjunction with the classroom teacher). Families will receive notification in advance of when this unit will be taught. Parents/guardians may opt their child out of the awareness program by notifying school administration (in writing) of such a request.

Mandated Reporting of Child Abuse or Neglect

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 are also considered to be child abuse.

Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use.

- **School personnel are mandated reporters-** All school employees, including teachers, superintendents, principals, coaches, paraprofessionals and other school staff including (but not limited to) 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 in imminent danger of serious harm to the Connecticut State Department of Children and Families Services (DCF). Mandated reporters are required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected or is placed in imminent risk of serious harm. (Connecticut General Statutes §17a-101a)
- Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is ANY concern regarding abuse or neglect of a child, a DCF report **must be made according to Connecticut State Statute.**

Parental Permission Forms

Media access to students (Full policy: [1112.5P](#))

Policy 1112.5 Summary:

- School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools.
- Other than activities attended by the general public (i.e. sporting events), media representatives shall be required to report to the administration for prior approval before accessing students.
- Parental/guardian permission must be obtained for students to be interviewed, photographed or videotaped by the media other than for events attended by the general public.
- Parents/guardians who do not want their student interviewed, photographed or videotaped by the media shall inform the school principal.

GEHMS' highly developed use of technology allows your child to engage in many learning activities with the use of computers and the internet at school. The ongoing promotion of the school in our community and the annual recruitment effort for new families showcases our students and their learning activities in the media and on our web site throughout the year. As such, the school requires parents to provide signed consent forms for a variety of areas.

Policy/Regulation Appendix

Please note that due to the length of the full text, summaries have been provided but are not a replacement for the full text.

All full texts can be found at: <https://www.crec.org/about/policies.php>

Policy/Regulation Summaries (alphabetical):

Attendance/Excuses/Dismissal (Full Policy: [5113](#))

Policy Summary:

- 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 a 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-Family Handbooks.

Bullying –Safe School Climate Plan (Full Policy: [5131.911](#))

Policy Summary:

- 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.

Directory information (Full policy: [5145.15](#))

Policy Summary:

- 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.
- Parents or students may choose to have their directory information removed from one or more the specific activities without jeopardizing other activities.

Family life education (Full policy: [6142.1](#))

Policy Summary:

- Family life education shall help students acquire knowledge, attitudes and values which will contribute to the well-being of individuals, families and society.
- Students and parents or guardians shall be informed of their right to exempt the student from the family life program.

Food Service-Charging Meals (Full Regulation: [3542.43](#))

Regulation Summary:

- 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.

Hazing (Fully Policy: [5131.91](#))

Policy Summary:

- No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- 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.
- 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.
- 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.

Health and Safety protocols (Full policy/regulation: [3516.1](#))

Policy Summary:

- Safety protocols will be established specific to COVID and are expected to be adhered to for all CREC sanctioned activities.

Media access to students (Full policy: [1112.5P](#))

Policy 1112.5 Summary:

- School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools.
- Other than activities attended by the general public (i.e. sporting events), media representatives shall be required to report to the administration for prior approval before accessing students.
- Parental/guardian permission must be obtained for students to be interviewed, photographed or videotaped by the media other than for events attended by the general public.
- Parents/guardians who do not want their student interviewed, photographed or videotaped by the media shall inform the school principal.

Non-discrimination (Full policy: [5162 P/R](#))

Policy 5162 Summary:

- The CREC Council complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, pregnancy, disability, or on any other basis prohibited by federal or state law. The prohibition of discrimination in educational programs or activities extends to academic, nonacademic and extracurricular activities, including athletics.
- 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.
- Any incident or complaint of discrimination or harassment will 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. (See full policy for Incident Investigation Form.)

Pesticide application/management (Full policy/regulation: [3524.1](#))

Policy Summary:

- The Capitol Region Education Council has adopted an Integrated Pest Management (IPM) policy for pest control within our buildings and grounds.
- 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.

Protection of undocumented students (Full policy/regulation: [5111.3](#))

Policy Summary:

- 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.
- 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.
- 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.
- 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.

School uniform (For elementary and schools with no dress code) (Full regulation: [5132.1-R](#))

Regulation Summary:

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

Sexual harassment (Full policy: [5145.5 P/R](#))

Policy 5145.5 Summary:

- 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.

Student discipline (Full policy: [5144 P/R](#))

Policy Summary:

- 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 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.

Students Dress Code (Full policy: [5132.1-R](#))

Policy Summary:

- 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.

Student nutrition and physical activity (Full policy: [6142.10](#))

Policy Summary:

- 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.

Student Records; Confidentiality (FERPA) (Full policy: [5125 P/R](#))

Policy Summary:

- 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.

Truancy (Full policy: [5113.2 P/R](#))

Policy Summary:

- 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.

Please click the link below to complete the Student and Family Handbook Sign-off Form

[Student and Family Handbook Sign-off Link](#)