

As a member of The Academies, you will be part of a dynamic educational process. We expect you to work and live within the guidelines outlined in this handbook. As you have rights, you also have responsibilities. Your rights will be protected and respected. You, in turn, must respect the rights of others and meet the responsibilities that are given to you.

We are proud of our school and students. Your years at the Academy will be challenging, exciting, and rewarding. If you participate fully in all classes and take advantage of the opportunities afforded to you, your growth, both personally and intellectually, will be limited only by your innate abilities. Work hard and engage in this extraordinary educational opportunity!

This handbook has been prepared to acquaint you with the rules and guidelines which are necessary for The Academies to operate and function safely and effectively. It is your responsibility to become familiar with the contents and to adhere to the guidelines and policies of The Academies.

As The Academies are transitioning, the Student Handbook and Programs of Study are evolving. Changes and updates throughout the school year will be announced and distributed to students, and these documents will be maintained on each school's website. Should changes or revisions be made, the updated website document will be issued.

Students and parents are responsible for reviewing the information in this book so that they are familiar with the student and parent rights and responsibilities. Parents should review the handbook and sign both the Parent and Student Signature Page and the Cell Phone Usage Agreement and return them to the homeroom teacher by September 15, 2017.

*Act with Respect
Aspire for Greatness
Engage in Active Learning*

***We look forward to an exciting
and productive school year***

Parent and Student Signature Page

By signing the space(s) below, I am acknowledging that I have reviewed the information and understand its contents.

Please return the signed form to your homeroom teacher by September 15, 2017.

Parent-Student Handbook and Code of Conduct

I have received and reviewed a copy of the Academy's Student Handbook and Code of Conduct, and agree to abide by the terms and conditions stated within.

Regulations and Acceptable Use for Internet and Computers

I have read and agree to abide by the Acceptable Use for Internet and Computers, online learning management system and internet usage in accordance with the Parent-Student Handbook. I understand that access to the online learning management system and internet resources are provided for educational purposes only and students are not to send or request offensive or illegal material.

Civil Rights and Harassment

It is the policy of the Academy to maintain a learning environment that is free from physical, psychological, verbal or sexual harassment. Therefore, as stated in the Parent-Student Handbook, it shall be a violation for any student or employee to harass another person through conduct or communications.

Bullying

I understand the Academy's Bullying Policy as stated in the Parent-Student Handbook. I agree to do my part to keep the Academy safe and free from bullying. I accept my responsibility to report any concerns or incident of bullying in school to a teacher or administrator.

Student Signature

Date

Parent/Guardian Signature

Date

Dear Parents/Guardians and Students:

Use of personal electronic devices is limited at the Academy of Aerospace and Engineering. Unless it is for a specific academic purpose and with the permission and supervision of a teacher or during lunch, **the use of personal cell phones and electronic devices is prohibited during school hours.**

We recognize that there may be reasons for students to carry cell phones for use before and after school hours. In an emergency, we ask that you call the school and we will contact your child. This will allow us to avoid class disruption. Furthermore, the use of these devices during a test or quiz is a violation of our Academy's code of conduct. Also, entertainment devices such as iPods or PSP's, are not allowed at school, and the school does not take responsibility for loss or damage to these items that may occur at school or on the bus.

A student who is asked to relinquish an electronic device by any school staff member must do so regardless of time of day and/or circumstances. For a first offense, the phone will be confiscated and turned in to the main office. The student may pick up the device at the end of the day in the main office. For subsequent offenses, a parent/guardian will be required to pick up the cell phone/electronic device during regular school hours. For students who repeatedly violate this policy, a parent/guardian will be required to come in and meet with administration to discuss further disciplinary action.

We would like to thank you for your support. Your signature acknowledges your willingness to comply with this Academy policy.

Please return this signed form to your homeroom teacher by September 15, 2017.

Student Name

Homeroom Teacher

Student Signature

Date

Parent/Guardian Signature

Date

*Academy of Aerospace and Engineering & The Greater Hartford Academy of
Mathematics and Science Parent-Student Handbook 2017-2018*

*Academy of Aerospace and Engineering & The Greater
Hartford Academy of Mathematics and Science
1101 Kennedy Road
Windsor, CT 06095
Phone (860) 243-0857
Fax (860) 286-2842
www.crec.org*

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111 Charter Oak Avenue
Hartford, CT 06106
Phone (860) 247-2732
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*Principal: Adam Johnson
Assistant Principal: Shauna Brown
Assistant Principal: Jeffrey Moore
Dean of Students: Leah Clark
Dean of Students: Marie Gordon-Hall
Director: Joseph Lubenstein*

*Executive Director of CREC: Dr. Greg Florio
Superintendent of CREC Schools: Timothy Sullivan*

*Assistant to the Director: Sandra Roman
Secretary: Gloria Berrios and Lynda Hickey
Office Assistant: Marianne Orzechowski
Magnet Coach: Jerry Crystal*

Non-Discrimination Notice

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

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

The Academy of Aerospace and Engineering prohibits all forms of harassments, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil rights of all members are guaranteed by law. This document is written in compliance with regulations of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights of 1964 and 1987, Title II of the Americans with Disabilities Act of 1991.

The Academy of Aerospace and Engineering is aware and enforces that violation of Title IX may be a criminal matter and require police intervention. In addition, violations of Title IX may be considered a violation of child abuse legislation and warrant Department of Children and Families (DCF) intervention.

Commission on Human Rights & Opportunities

*21 Grand Street
Hartford, CT 06106
Phone: (860) 541 – 3400
Toll Free (CT): (800) 477 – 5737*

*Connecticut, Maine, Massachusetts, New
Hampshire, Rhode Island, & Vermont
Office of Civil Rights – Boston Office
US Department of Education – 8th Floor
5 Post Office Square
Boston, MA 02109-3921
Phone: (617) 289 – 0111
Fax: (617) 289 – 0150 Email: OCR.Boston@ed.gov*

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CREC Magnet Schools District Calendar 2017-2018

August 2017 (2)						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017 (20)						
Su	M	T	W	Th	F	Sa
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

Important Dates	
Aug. 21-22	Teachers Academy
Aug. 23:	School-Based Professional Development Day
Aug. 24:	LAUNCH - District Wide Professional Development Day
Aug. 25:	Fallstaff
Aug. 28:	School-Based Professional Development Day

October 2017 (21)						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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29	30	31				

November 2017 (18)						
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19	20	21	22	23	24	25
26	27	28	29	30		

Aug. 30:	First Day of School
Sept. 4:	No School - Labor Day
Sept. 13:	Early Dismissal - Teacher Professional Development (BB)
Oct. 9:	No School - Columbus Day
Oct. 18:	Early Dismissal - Teacher Professional Development (TC)
Nov. 7:	No School - Election Day - District Wide Professional Development
Nov. 10:	No School - Veterans Day
Nov. 22:	Early Dismissal - Thanksgiving Holiday
Nov. 23-24:	No School - Thanksgiving Holiday and Break
Dec. 6-8:	Early Dismissal - Elementary and Secondary Parent - Teacher Conferences
Dec. 22:	Early Dismissal - Winter Break
Dec. 25-29:	No School - Winter Break
Jan. 1:	No School - New Year's Day Observed
Jan. 10:	Early Dismissal - Teacher Professional Development (BB)
Jan. 18:	No School - Martin Luther King Day
Feb. 2:	No School - District-Wide Professional Development Day
Feb. 14:	Early Dismissal - Teacher Professional Development (TC)
Feb. 19-20:	No School - Presidents' Day & Break
March 7:	Early Dismissal - Teacher Professional Development (BB)
March 14-16:	Early Dismissal - Elementary and Secondary Parent - Teacher Conferences
March 30:	No School - Good Friday
April 9-13:	No School - Spring Break
April 18:	Early Dismissal - Teacher Professional Development (TC)
May 16:	Early Dismissal - Teacher Professional Development (TC)
May 28:	No School - Memorial Day
June 6:	Early Dismissal - Teacher Professional Development (BB)
June 12:	Early Dismissal - Last Day of School

December 2017 (16)						
Su	M	T	W	Th	F	Sa
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January 2018 (21)						
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February 2018 (17)						
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March 2018 (21)						
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April 2018 (16)						
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29	30					

May 2018 (22)						
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27	28	29	30	31		

June 2018 (8)						
Su	M	T	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

Key	
	Teachers Academy
	Important Dates for Teachers (before 1st day of school)
	No School
	Early Dismissal
	Elementary and Secondary Parent Teacher Conferences/ Early Dismissal
	First/Last Day School

Secondary School Marking Periods	
1st Marking Period:	August 30 - November 3
2nd Marking Period:	November 6 - January 23
3rd Marking Period:	January 24 - March 29
4th Marking Period:	April 2 - June 12

Makeup days/snow days will be added in June.
A student's observance of a religious holiday is considered an excused absence.



Rev. 5/2017

THE ACADEMIES MISSION, VISION, AND CULTURE

This Parent-Student Handbook is designed to inform students, parents and guardians of their responsibilities as members of The Academies to help them fully benefit from being a part of this exciting community of learners.

Academy of Aerospace and Engineering Mission

The academy will prepare students for advanced, post-secondary education necessary to meet the demand for qualified aerospace and engineering professionals, researchers in the biomedical fields, or to pursue mathematical studies – all critical for U.S. competitiveness in a global economy. In addition to core courses, students will have the opportunity to take advanced coursework and explore career opportunities presented by industry partners.

In grades 6-8, students will gain exposure to The Academies themes through field trips, guest speakers, activities in the core curriculum subjects, and authentic projects related to one of the four magnet theme-related professions. Middle school students will be exposed to all aspects of the career pathways in each field.

In ninth and tenth grade, students will engage in rigorous foundational math and science classes-typically two science classes and one math class per year- that will prepare them for advanced work in their junior and senior years, as well as STEM industry internships in their area of interest. Eleventh graders will select a focus area of study related to the school's themes and take specific coursework that will prepare them for college level courses as part of their high school experiences.

Greater Hartford Academy of Mathematics and Science Mission

The mission of the Greater Hartford Academy of Mathematics and Science is to provide, through state-of-the-art technology, educational experiences that expand the teaching and learning of science, mathematics and technology in the traditional classroom. The academy will:

- Provide a sound foundation in science, mathematics and technology to a diverse population
- Integrate and apply science, mathematics and technology in an enriched educational environment
- Emphasize problem solving, inquiry and creative thinking approaches to teaching and learning
- Provide faculty development resources and opportunities for all educational levels
- Develop collaborative partnerships and mentoring programs among schools, communities, businesses, and industries

The Greater Hartford Academy of Mathematics and Science provide students with exciting supplementary scientific experiences through unique teaching methods and the use of state-of-the-art technology. These exciting experiences are designed to motivate students toward higher levels of achievement in the natural sciences, connect students to real-world applications of science and technology and integrate concepts of math into the basic principles of scientific exploration. The ability to make connections between mathematics and science empowers students with knowledge, confidence and motivation that extend itself beyond the classroom.

Expectations of the Students

MOTIVATION and COMMITMENT: We ask each member of our community to strive for excellence in their academic, social, and personal development. We expect all persons to exercise self-discipline and to meet their commitments, both in and out of the classroom.

RESPONSIBILITY and ACCOUNTABILITY: Students at The Academies have the freedom to make a number of important individual choices. With this freedom, however, comes responsibility, and students will be held accountable for the decisions they make and for their behavior, both on and off campus, while they are under the jurisdiction of the school.

FAIR PLAY and CIVILITY: Everyone at The Academies deserves to be treated with respect and courtesy. Therefore, offensive, disruptive or abusive behaviors of a physical, visual or verbal nature will not be tolerated in our community.

HONOR and TRUTH: We expect all members of the community to be honest with each other. Lying, cheating and theft are examples of behaviors that are not acceptable in our community.

SAFETY and SECURITY: We expect everyone to take care of themselves and their environment, particularly in supporting policies governing fire regulations, key/pass card use, laboratory safety, building lock-up, off-campus sign out, etc.

HEALTH and HYGIENE: We advocate good physical and mental well-being for all members of our community. Therefore, we do not condone neglect of personal or community cleanliness. In addition, for health and legal reasons, we prohibit the use of drugs and alcohol as well as the use of tobacco on or in the vicinity of the campus.

Positive Behavioral Intervention and Support (PBIS)

Behavior Purpose Statement

AAE/GHAMAS students and staff respect ourselves and others, work with honesty and integrity, take responsibility for our actions, maintain high expectations, and support the greater community.

AAE/GHAMAS Behavior Expectations:

- Act with Respect
- Aspire for Greatness
- Engage in Active Learning

	Act with Respect	Aspire for Greatness	Engage in Active Learning
Academic Settings -classroom -commons -computer labs -research labs	-Treat others as you wish to be treated -Be attentive to teacher/student speaking -Appropriate language, tone, and volume -Follow school and classroom policies and procedures -Be considerate of property and personal space - Clean up after yourself - Demonstrate a caring, cooperative, and respectful attitude toward others	-Be punctual -Be prepared (clear workspace, appropriate materials) -Be ready to learn (attentive to teacher, mentally alert) -Appropriate language, tone, and volume -Complete tasks -Engage in safe behavior -Participate -Help fellow students when needed - Clean up after yourself	<p style="text-align: center;">ATTITUDES AND BELIEFS</p> -Is intrinsically motivated - Approaches learning as an ongoing process - Has a consistent work ethic - Is empowered - Is respectful - Takes risks <p style="text-align: center;">SELF-KNOWLEDGE</p> - Incorporates prior knowledge and experiences - Recognizes strengths and weaknesses - Capitalizes on strengths - Works to improve weaknesses - Reflects on opportunities for further growth <p style="text-align: center;">PROBLEM SOLVING</p> - Identifies the problem - Collects and evaluates information - Formulates and implements a plan of action - Monitors progress and adjusts accordingly - Analyzes results and draws conclusions - Communicates conclusions effectively <p style="text-align: center;">MONITORING AND ADJUSTING</p> - Perseveres - Brainstorms creative solutions to find alternate paths - Views a temporary setback as a pathway to new learning <p style="text-align: center;">COMMUNICATION</p> - Uses appropriate and respectful language - Asks meaningful questions - Incorporates academic vocabulary - Listens and collaborates effectively with peers - Provides productive feedback to peers <p style="text-align: center;">SOURCES</p> - Seeks out information from a variety of media types - Evaluates validity of each source
Research Block Study Hall	-Appropriate language, tone, and volume -Help others -Keep area clean	-Complete academic work -Appropriate language, tone, and volume -Remain in assigned location -Keep area clean	-Actively seek teachers/peers for help -Plan time to complete tasks and be productive
Hallways	-Appropriate language, tone, and volume -Follow school rules and procedures -Be considerate of property and personal space -Be polite to one another (acknowledge students and staff in a	-Promptly arrive at your destination -Be aware of passing time -Uses pass during non-passing time -Appropriate language, tone, and volume -Keep area clean -Report unsafe behavior and vandalism	-Monitor hallway activity for behaviors that are outside code of conduct and communicate to staff -Use appropriate language, tone, and volume

*Academy of Aerospace and Engineering & The Greater Hartford Academy
of Mathematics and Science Parent-Student Handbook 2017-2018*

	friendly manner) -Be a role model - Be respectful to locker neighbor	-Be aware of safety protocols -Appropriate personal space/interaction (no PDA) - Be respectful to locker neighbor	
Cafeteria	-Follow adult directions -Pay attention to announcements -Clean your space -Appropriate language, tone, and volume - Use good table manners - Wait your turn in line	-Clean your space -Appropriate language, tone, and volume -Report unsafe behavior -Stay in cafeteria/assigned area -Appropriate personal space/interaction (no PDA) - Remain in your seat - Travel with a pass	-Choose food wisely and eat what you take -Communicate with others -Seek out resources
Restroom	-Appropriate hygiene (wash hands) -Keep area clean -Return directly to class	-Keep area clean -Return directly to class -Report unsafe behavior and vandalism	-Use efficiently -Report unsafe behavior and vandalism
Auditorium	-Follow school rules and procedures -Follow adult direction -Be attentive towards speaker -Use electronic devices appropriately -Remain for entire lecture	-Enter and exit in an orderly manner -Keep area clean -Listen intently -Use electronic devices appropriately	-Listen -Reflect and ask questions
School Grounds/ Main Office	-Appropriate language, tone, and volume -Follow school and classroom policies and procedures -Treat others how you would like to be treated -Appropriate personal space/interaction (no PDA) -Be aware of students and staff around you entering and exiting rooms	-Appropriate language, tone, and volume -Appropriate personal space/interaction (no PDA) -Report unsafe behavior and vandalism -Keep area clean	-Be observant of surroundings
Bus	-Follow all school and bus rules -Follow adult directions -Appropriate language, tone, and volume -Be considerate of personal space -Appropriate personal space/interaction (no PDA)	-Follow all school and bus rules -Appropriate language, tone, and volume -Report unsafe behavior or vandalism -Appropriate personal space/interaction (no PDA)	-Be observant of surroundings
Sporting Events	-Maintain positive sportsmanship -Follow adult directions -Appropriate language, tone, and volume	-Act as a positive representative of school -Appropriate language, tone, and volume -Be supportive	-Expand opportunities for self and others -Make connections to academic subjects -Share information with school community
Field Trips/ Extracurricular Events	- Act as a positive representative of school -Appropriate language, tone, and volume -Follow school rules -Follow adult directions	-Act as a positive representative of school -Appropriate language, tone, and volume -Listen/Learn -Be safe -Stay with group -Follow school rules -Follow directions -Appropriate personal space/interaction (no PDA) -Be observant of surroundings	-Reflect how experience is relevant to own personal growth and how it connects to other courses
Nurse's Office	-Use appropriately -Return to class in a timely manner -Follow school and nurse rules	-Keep confidentiality -Use appropriately -Return to class in a timely manner -Bring a pass	-Use appropriately -Return to class in a timely manner
Gymnasium	-Follow school and classroom rules and procedures -Follow adult directions	-Be punctual -Be prepared (appropriate attire) -Be ready to learn (attentive to teacher,	-Actively participate -Try your best -Complete tasks/activities

	-Appropriate language, tone, and volume -Help and encourage others	mentally alert) -Appropriate language, tone, and volume -Engage in safe behavior - Clean up after yourself -Enter and exit in an orderly manner -Stay in assigned area	-Make connections to academic subjects -Report unsafe behavior and vandalism
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HALF-DAY STUDENTS: Half-day students have additional opportunities and responsibilities as members of both their home schools and of GHAMAS. Students are enrolled in their home schools for all aspects of their education except for those related to science, mathematics and technology. Credits earned at GHAMAS are entered on the records of the home schools as part of the requirements for graduation. The opportunities provided by GHAMAS in those subject areas are unique, but should not diminish appreciation of the importance of the educational opportunities in other subjects and activities provided by home schools.

BEHAVIORAL EXPECTATIONS, CONDUCT, & DISCIPLINE

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

CREC Magnet School parents and staff work together to:

- Promote a positive and successful educational experience for every child
- Embrace diversity
- Ensure students are college and career ready
- Foster self-confidence and self-discipline in our students
- Connect success in school to future successes in life
- Develop global awareness
- Guide students through conflicts and encourage them to restore trust and rebuild relationships
- Value and support students through disciplinary issues

CREC Magnet School students will:

- Demonstrate honor, respect and responsibility in their actions and decisions
- Embrace diversity
- Develop self-confidence and self-discipline
- Connect success in school to future successes in life
- Develop global awareness
- Reflect on conflict and seek ways to restore trust
- Work with teachers, administrators and parents when school rules are violated to restore environment and relationships

CREC 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.

Active Learning at The Academies

Academy students are expected to be active participants in the learning process. Students and staff work together cooperatively to foster student growth and to help students progress towards becoming active learners. The components of being an active and lifelong learner are outlined below. Students will be given opportunities to develop these skills across the curriculum.

ATTITUDES AND BELIEFS

- Is intrinsically motivated
- Takes risks
- Has a consistent work ethic
- Approaches learning as an ongoing process

SELF-KNOWLEDGE

- Recognizes strengths and weaknesses
- Capitalizes on strengths
- Works to improve weaknesses
- Incorporates prior knowledge and experiences

PROBLEM SOLVING

- Identifies the problem
- Collects and evaluates information
- Formulates and implements a plan of action
- Monitors progress and adjusts accordingly
- Analyzes results and draws conclusions
- Communicates conclusions effectively

MONITORING AND ADJUSTING

- Perseveres
- Brainstorms creative solutions to find alternate paths
- Views a temporary setback as a doorway to new learning

COMMUNICATION

- Uses appropriate terminology
- Makes information/ideas accessible to others
- Articulates proficiently

SOURCES

- Seeks out variety
- Evaluates validity of each source using established criteria

ACADEMIC DRESS AND UNIFORM POLICY 2017-2018

Tops:

GRADES 6-10 STUDENTS WILL WEAR: A long or short sleeve shirt with the AAE logo purchased from an approved vendor.

- **Students in grades 6-8 will wear a purple, black or gray polo with the AAE logo.**
 - They must have at least 1 purple shirt- it is our official school color and is to be worn on all field trips.
- **Students in grades 9-10 will wear either:**
 - **A purple, black or gray polo with the AAE logo, or**
 - **A blue or white dress shirt with the AAE logo.** This shirt must be buttoned up.

GRADES 11-12 STUDENTS WILL WEAR: A button down or polo shirt with a collar, long or short sleeve.

- While the shirt may have patterns, if it has a logo, it must be the AAE logo or be a single logo no larger than 1.5”.
- Please note that 11-12 students may purchase shirts from any merchant which sells appropriate attire.
 - They are also welcome to purchase and wear shirts from our approved vendors.

GRADES 6-12 MAY WEAR: Other tops as clarified below.

- Teams may wear their team uniform as directed by their coach/advisor or administration on game days.
- Any collared shirt available in the school store that contains the AAE or Jets logo is acceptable.

Bottoms:

GRADES 6-12 STUDENTS WILL WEAR: Plain pants, shorts or skirts that are *khaki, black, gray or navy*.

- Casual or dress pants/shorts/skirts must be sized to fit the student in *solid color of khaki, black, gray or navy*.
 - Bottoms must be worn at the hips- no sagging.
 - Skirts/shorts may not be more than 3 inches above the middle of the knee.
 - Bottoms should not be tight, spandex, or have holes. Bottoms should not be made of “sweatpant style” material or denim/jeans. (One way to identify if pants are “jeans” is the presence of rivets at the pockets.)
- Please note that bottoms, pants, shorts or skirts may be purchased from any merchant which sells appropriate attire. Our approved vendors will also have bottoms available that have been deemed as within our dress code.

GRADE 12 GHAMAS STUDENTS WILL WEAR: *Khaki, black, gray or navy pants, shorts or skirts, or jeans.*

- *Due to their unique schedule attending two schools in one day, GHAMAS students may wear jeans. These bottoms should be sized to fit the student and not have excessive tears. Bottoms may be purchased at a vendor of choice. Allowances will be made for GHAMAS homeschool theme/special event days.*

Footwear:

GRADES 6-12 STUDENTS WILL WEAR: Sneakers, dress shoes or boots.

- Footwear must have a rubber/non-marking sole, cover all toes and have an enclosed heel.
- Spiked, platform, slippers, flip-flops, and slides are not allowed.

Accessories:

GRADES 6-12 STUDENTS MAY WEAR: Appropriate, non-distracting accessories.

- Jewelry, necklaces, and other accessories that are distracting or unsafe are not permitted.
- Accessories and piercings will be addressed individually if they cause a safety concern.
- No bandanas, scarves or non-religious head covers.
- Students must remove hats and headphones and keep them in their locker during the school day.

(continued on next page)

Outerwear:

GRADES 6-12 STUDENTS MAY WEAR: Appropriate layering pieces.

- Any AAE/Jets outerwear sold by the school or through an approved vendor that is not a jacket and does not have a hood is acceptable.
 - We recommend writing the student’s name inside the outerwear in case it is misplaced.
- Any other outerwear must:
 - Be a single solid color: purple, black, or gray only (no patterns).
 - Not have logos or designs larger in size than the AAE logo found on the AAE Polo.
- The AAE polo/dress shirt (grades 6-10) or collared shirt (grades 11-12) must be worn underneath outerwear.
- Hoodies and coats are not acceptable attire during the school day and should be kept in the student’s locker.
- The AAE Polo must be worn underneath outerwear.

ACADEMIC DRESS AND UNIFORM POLICY SUMMARY

	6-8	9-10	11-12
Tops	Logo polo - Long or short sleeve - Purple, black or gray	Additional option: Logo dress shirt - White or blue	Any collared shirt (polo or dress) - Small logos only - Patterns OK - Any color
Bottoms	Khaki, black, gray or navy pants, shorts or skirts - Not jeans or sweats		GHAMAS exception: Jeans allowed
Outerwear	Any outerwear with AAE/Jets logo Any outerwear that is plain black, purple or gray - Outerwear includes sweatshirts, sweaters and vests - No jackets or hoodies		

ATTENDANCE

Students are expected to be in school every day, for the entire day – prepared and on-time. This is the time of increased academic demand as students challenge themselves with rigorous coursework in preparation for post-graduate plans. Daily attendance is critical to students' success in all classes. The loss of instructional time for any absence creates stress for the student and may adversely impact their grades.

The Academy curriculum is a series of inter-related, process-oriented classes, and *daily course work is cumulative*. Lateness and/or absence from any class have a negative impact on the student who is late and all the members of his/her class. Punctuality and preparation for learning are expected of all Academy students and are an essential component of teaching and learning. Being prepared also means having the necessary attitude to successfully meet the demands of the program.

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 optional 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.

EXCUSED ABSENCE

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

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

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

1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
2. Students observance of a religious holiday.
3. Death in the student's family or other emergency beyond the control of the student's family.
4. Court appearances which are mandated. (Documentation required)

5. The lack of transportation that is normally provided by the district other than the one the student attends.
6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines

Other

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.” (ie: in the case of an inclement weather situation.) No parental note is needed in the 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.

The responsibility for makeup or missed work is that of the student, not the teacher. Unless a student has an extended illness, all makeup assignments must be completed within the stipulated time stated by the teacher, after the student returns to school. If a student is absent on the date an assignment is due, that assignment should be turned in on the date that the student returns to school or it will be considered late. If a student is absent for more than one day, any work missed during that absence shall be due two days after the student returns.

UNEXCUSED ABSENCE

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

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

The following are some examples of **unexcused absences**:

1. Skipping and cutting classes includes, but is not limited to:
 - a. Arriving at the Academy on time but getting to class late;
 - b. Leaving class early without the instructor's permission, or abuse of the permission granted, and not signing out at the front desk;
 - c. Not attending class at all;
 - d. Leaving the Academy and/or Campus, without permission, and not signing out, while the Academy is in session or while at the Academy, after hours, for an Academy-sponsored event.
2. Car trouble
3. Over-sleeping
4. Family-initiated travel
5. Missing a ride or missing the bus
6. Missing scheduled school activities
7. Excessive tardiness to school – more than 15 minutes late to school
8. Tardiness to school (of any amount of time) on two (2) days
9. Excessive tardiness to class – more than 10 minutes late to more than one class in the same day
10. Tardiness to any five (5) or more classes in the same day

Students who are caught skipping/cutting class will be marked “unexcused absent” for the entire day and are subject to a progressive disciplinary plan by administration including, but not limited to, lunch detention, suspension, Saturday detention, and/or other appropriate disciplinary action related to the specific offense.

Accumulated unexcused absences will result in referral to the juvenile court system as truancy.

TARDINESS

Students who arrive late to The Academies should bring a parent/guardian note and must report to the Main Office or the assigned administrative site. A Sign-in Book is provided for the tardy student to sign his/her name, the date, the time of arrival, and a reason for being tardy, after which a student will receive a pass.

During school hours, arriving to class late without proper permission or excuse or not showing up for one or more classes is considered skipping/cutting class. It will result in an unexcused absence and will result in disciplinary action.

TRUANCY

In accordance with Connecticut General Statutes Sec. 10-184, 17a-101, a student age five to eighteen** inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations. Parents/Guardians are responsible for assisting school officials in preventing and/or responding to truancy. Under Connecticut General Statute Sec. 10-185, **parents/guardians may be subject to a fine** of up to twenty-five dollars for each day of unexcused absence.

NOTE: When a student’s absence is not excused, teachers are not required to prepare work in advance, nor to re-teach or tutor individual students for make-up work when the student returns.

The administration will have final discretion to excuse or not excuse an absence. In addition, a grade may be lowered in any morning or afternoon class if a student is missing any individual teacher’s requirements for the successful completion of his/her class curriculum. **It is the student’s responsibility to find out about any work missed because of an absence (excused or unexcused).** Being present for class but not participating will be noted in attendance records and may result in a lowered grade.

Students with poor attendance risk earning a lower grade in their subjects, as well as a lower overall grade at the end of the marking period in which the absences have occurred.

PARENT/GUARDIAN INVOLVEMENT AND COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child’s school activities and with the District’s academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged. Parents of a child in a Title 1 funded program will receive a copy of the district’s parental

involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

All CREC Magnet Schools now have a home school compact which will be made available to you. We encourage you to read this document thoroughly.

Please contact the school if we may be of any assistance to you.

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 the school if we may be of assistance to you.

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 as well as their qualifications.

STUDENT RECORDS

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

GUIDANCE COUNSELING

Guidance Counselor Assignments

A Guidance Counselor is available for each student and will assist the student in matters related to maximizing their learning ability. Students are encouraged to seek the counsel of Academy faculty members in conjunction with the Guidance Counselor.

Counselors	Grades	Phone Extension
Terry Gregoire	6-7	X7346
Ashley Caceres	8-9	X7345
Jennifer Skitromo	10-11	X7343
Bobbi-Jo Wathen	12 & GHAMAS	X7344

ENGLISH LANGUAGE LEARNER STUDENTS

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

PARENT 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, students, teachers, support staff 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. Conferences are held during school hours but every effort will be made to accommodate parent schedules.

BUS TRANSPORTATION

RSCO transportation is a vital resource for families throughout the year; the main telephone number to reach a transportation representative is (860) 524-4077. Expectations for student behavior on any school bus are consistent with the Academy of Aerospace and Engineering and the home school district. Parents will be contacted whenever a behavioral issue is reported to the school administration. This includes minor but chronic problems. Every effort will be made to assist the student on problem solving a bus issue. Disciplinary measures may range from a warning/conference with student to bus suspension.

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

Leaving for school

1. Avoid wearing loose clothing or scarves, clothing with long drawstrings, or backpacks with long straps or dangling attachment that might get caught in the bus handrail or door.
2. Stay safe and wait on the sidewalk or curbside, away from the road.
3. Respect the property where you stand and wait for the bus by monitoring your voice level and refraining from littering.
4. Be at the bus stop at least 10 minutes ahead of time.

Boarding the school bus

1. Board the bus at your assigned stop only, unless you have a written permission from the school office to board at a different stop.
2. If you miss the bus, do not flag down or chase after the bus.
3. If you have to cross the road to board the bus, remember:
 - a. Cross the road only when the bus driver signals you to do so.
 - b. Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver's face.

- c. After the bus driver signals you to cross the road, check both ways to make sure all cars and trucks have stopped.
4. Always remember – if you can touch the side of the bus you are too close!

While on the school bus

1. Obey the bus driver.
2. Stay seated until the bus comes to a complete stop at the school or bus stop.
3. Leave windows closed unless you have permission from the bus driver.
4. Keep hands, all body parts and objects inside the bus.
5. Keep the aisle cleared.
6. Keep the bus clean by placing all trash in the garbage.
7. Keep all belongings with you.
8. Keep hands and feet off the other passengers and their belongings.
9. Use appropriate tone, volume, and language at all times.
10. When at a railroad crossing, there must be silence on the bus.
11. Keep hands off emergency doors and fire extinguishers unless instructed by an adult.

WEATHER CANCELLATIONS

During inclement weather, school closings will be announced on major television and radio stations starting at 5:30 a.m. Academy cancellations due to weather may differ from cancellations in the home school districts.

If a decision to have an early dismissal at the Academy is made after the start of the home school day, it will be announced on major television and radio stations. In the event of an early dismissal, busses for GHAMAS students from their home schools will not run. In addition, if the home school district has an early dismissal, busses from that district will not run, even if The Academies are open. Students from those districts should not drive to the academy when their district is closed or has an early dismissal.

If the student's home town district has cancelled school, then busses will not run from that town. In this situation, students from that town are not required to attend the academy and that day's absence will be recorded as an excused absence. If the Academy is in session and students do not have transportation to attend, parents must report their absence. Students from outside of the transportation region need to check the radio and television stations to ensure that the busses will be running from the town they are transported from.

Weather in Windsor may differ from the weather in other towns. Therefore, parents should use judgment in allowing their children to travel to the Academy when road conditions are questionable. An absence that occurs because of weather will not affect a student's good standing provided the student makes up missed work and a parent/guardian calls or sends a note, with the reason for the absence, the day the student returns to the Academy.

With a 90 minute delay, classes begin at 9:15am, and X Block is eliminated.

With a two-hour delay, classes begin at 9:45am, and X Block is eliminated.

ACADEMICS: ACADEMY OF AEROSPACE AND ENGINEERING MIDDLE SCHOOL

Passes and Agendas

AAE Middle School will provide every student with an agenda book at the start of the school year. Students must use this agenda book as their pass at all times for safety and accountability purposes. High school students will be issued paper passes, and should be in possession of one whenever they are traveling between spaces outside of normal transition times.

Students must carry their agendas with them to every class. Agendas will be used to track homework assignments, teacher/parent communication, daily reminders, and behavior rewards. Agendas are a tool that will benefit students as they progress through their academic and, eventually, professional careers.

Failure to comply with the pass and agenda policies will result in consequences. First offenses will result in a phone call home to parents to encourage reinforcement of school policies. Second offenses will result in a letter to parents that must be signed and returned to school. Third offenses will result in the student spending time in In-School Suspension.

Homework

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

Specific homework assignments may strengthen basic skills, extend classroom learning, stimulate and further interests, reinforce independent study skills, develop initiative, responsibility, and self-direction, stimulate worthwhile use of leisure time, and acquaint parents with the student's work in school.

Promotion, Retention, and Placement

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 programs must provide maximum opportunity for students to progress through school according to their needs. The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student. All teachers must evaluate students' educational progress during the school year. This progress, or lack of progress, is communicated to the parent, through written progress reports and parent-teacher conferences. Parents will be contacted by March 15 if retention or acceleration is being considered. ***The final decision regarding placement or retention will be made by the Principal.***

**ACADEMICS: ACADEMY OF AEROSPACE AND ENGINEERING HIGH SCHOOL AND THE
GREATER HARTFORD ACADEMY OF MATHEMATICS AND SCIENCE**

Homework, Grading and Credits

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals. Specific homework assignments may strengthen basic skills, extend classroom learning, stimulate and further interests, reinforce independent study skills, develop initiative, responsibility, and self-direction, stimulate worthwhile use of leisure time, and acquaint parents with the student’s work in school.

Student achievement and growth is the primary mission of The Academies. Student grades are one aspect of all the data utilized to measure student achievement and growth. Students are evaluated on academic progress and achievement. In evaluating the performance of students, teachers may include unit and/or activity tests, daily written/oral work, homework, projects and/or outside assignments, and final semester examinations. All evaluations are designed to effectively measure the written objectives of the course.

Teachers will provide students information which will enable each student to:

1. Know what will be expected for each learning unit or activity.
2. Be informed of the specific criteria upon which performance will be evaluated.
3. Be informed about learning progress for each learning unit or activity.
4. Be evaluated based on the attainment of objectives of the course.

Weighted Grade Scale

Grading is based on the following scale:

Number Grade	Letter Grade	GPA	Honors Weight	AP/ECE Weight
100	A+	4.5	4.75	5.0
99	A+	4.4	4.65	4.9
98	A+	4.4	4.65	4.9
97	A+	4.4	4.65	4.9
96	A+	4.4	4.65	4.9
95	A	4	4.25	4.5
94	A	4	4.25	4.5
93	A	4	4.25	4.5
92	A-	3.7	3.95	4.2
91	A-	3.7	3.95	4.2
90	A-	3.7	3.95	4.2
89	B+	3.4	3.65	3.9
88	B+	3.4	3.65	3.9
87	B+	3.4	3.65	3.9
86	B+	3.4	3.65	3.9
85	B	3	3.25	3.5
84	B	3	3.25	3.5
83	B	3	3.25	3.5
82	B-	2.7	2.95	3.2
81	B-	2.7	2.95	3.2
80	B-	2.7	2.95	3.2
79	C+	2.4	2.65	2.9

78	C+	2.4	2.65	2.9
77	C+	2.4	2.65	2.9
76	C+	2.4	2.65	2.9
75	C	2	2.25	2.5
74	C	2	2.25	2.5
73	C	2	2.25	2.5
72	C-	1.7	1.95	2.2
71	C-	1.7	1.95	2.2
70	C-	1.7	1.95	2.2
69	D+	1.4	1.65	1.9
68	D+	1.4	1.65	1.9
67	D+	1.4	1.65	1.9
66	D+	1.4	1.65	1.9
65	D	1	1.25	1.5
64	D	1	1.25	1.5
63	D	1	1.25	1.5
62	D-	0.7	0.95	1.2
61	D-	0.7	0.95	1.2
60	D-	0.7	0.95	1.2
59	F	0	0	0
58	F	0	0	0
57	F	0	0	0
56	F	0	0	0
55	F	0	0	0
54	F	0	0	0
53	F	0	0	0
52	F	0	0	0
51	F	0	0	0
50	F	0	0	0

For GHAMAS students whose home school weighs grades, the scale above is the Academy's recommendation for all courses. The actual weighting of each course is determined by the home high school based on the home high school's criteria.

Grade Reporting

Progress Reports: A progress report is emailed to every family at the midpoint of the first marking period. With this first progress report, families will also be issued a user name and password for the Power School Parent Portal (powerschool.crec.org). The Parent Portal allows parents and students to track student progress and assignment completion for academic classes the student is enrolled in. Students and parents should allow one week from the due date for completed assignments to be graded and entered into Power School.

Report Cards

Student grade and attendance reports are sent to the student's parents/guardian at the end of each grading period. In addition, a copy of the report card is sent to the home school for all half day students.

Credits

Credits for students at the Greater Hartford Academy of Mathematics and Science will be awarded by the home school. GHAMAS will be responsible for informing the home school districts of grade and credit recommendations for half day students. Credit recommendations for each course may be found in the

program of studies. Diplomas will be granted by the student's home school district. Graduation requirements of the home school district must be fulfilled. All of the courses taught at GHAMAS will be accepted for credit at each home school district. It is the student's responsibility to ascertain that the courses taken at GHAMAS fit within the sequence of courses required in the home school.

Incompletes

When there are unusual circumstances that prevent the completion of assigned tasks during a specific grading period, the instructor has the option to evaluate a student's work as incomplete (I). Students must complete any assigned work within a time frame determined by the instructor(s) but **no later than the mid-term date of the following quarter.** A student who has been issued an incomplete grade and fails to complete the assigned work in this time frame will receive a failing grade. It is the student's responsibility to complete any and all obligations in the course in order to earn a permanent grade. The length of time within which to complete the work may be extended for extenuating circumstances. The teacher will make this decision.

Auditing a Course

Under special conditions, the Academy students may receive permission to audit an additional course. Auditing a course either for enrichment or remediation requires a commitment of both time and energy. The instructor of the course is free to grant or withhold permission at his or her discretion. Students auditing a course cannot (1) use a place in the class needed for students enrolling for credit, (2) earn credit for the course, (3) have the course recorded on his/her official transcript.

Graduation Requirements (Full Day Students Only)

The State Department of Education has defined a credit as a 40-minute class meeting five days a week for 180 days, or another combination equaling the same time: 120 hours per academic year. The Academy curriculum and graduation requirements are based on the New England Association of Schools and Colleges standards on teaching and learning.

In order to graduate from The Academy of Aerospace and Engineering, a student must have earned a minimum of 26.0 credits and must have met the credit distribution requirements. Students must also demonstrate what they know and are able to do by meeting graduation performance requirements in reading, writing, and mathematics.

Schedule Revision

A student may request to drop a course up to two weeks after the start of that course without a record of the course appearing on the student's transcript. Students withdrawing from a course are required to enroll in an alternate course. The withdrawal process must be initiated by a discussion with the teacher, who will make a recommendation. Unofficial withdrawal from any course will result in a failing grade recorded on the transcript.

In special circumstances, staff-initiated requests to evaluate a student's academic program with the purpose of dropping a course after the above deadlines have passed will be reviewed by the Director, who will make the final decision. All students should be aware of two important facts regarding their course schedules and consequent responsibilities: (1) the official printed schedule from the Director's Office is the only program which the student should follow, and (2) no partial credit is given for any course, regardless of the time at which it is dropped.

Homebound Students

If a student needs to be taught as a homebound student, the Academy will consult with the student's home school counselor or the student's counselor at the Academy, for recommendations on how to best meet the student's academic needs.

Honors in Research and Independent Study Programs

Independent Study

Independent Study requires one semester of study and/or research in an area agreed upon by the student and his/her Independent Study advisor. Only qualified students (as determined by Academy faculty and administration) may apply for Independent Study. A student planning a semester of independent study will submit a proposal outlining the topic(s) to be studied and the assignment(s) to be completed during the semester. Only completed proposals will be considered. Students may be approved for only one Independent Study. A written report and/or oral presentation before the student body may be required by the Independent Study advisor.

Honors in Research

Honors in Research require two semesters of study and/or research in an area agreed upon by the student and his/her Honors in Research advisor. A student planning two semesters of Honors in Research will submit a proposal outlining the topic(s) to be researched and the assignments to be completed during the two semesters. A written report and/or oral presentation before the student body may be required by the Honors in Research advisor.

Plan of Assistance (Half Day Students Only)

The Greater Hartford Academy of Math and Science will work with the home school and parents to provide extra assistance to students encountering academic or personal difficulties. If necessary, a formal plan of assistance will be developed and implemented.

Promotion and Retention (Full Day Students)

CREC encourages and insists on the highest quality of academic performance from all students. It expects excellence from its faculty and vigorously supports the teachers' demands for serious, substantial scholarship from students commensurate with their individual abilities. Instruction and programs must provide maximum opportunity for students to progress through school according to their needs. The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student. All teachers must evaluate students' educational progress during the school year. This progress, or lack of progress, is communicated to the parent, through written progress reports and parent-teacher conferences. Parents must be notified by March 15 if retention or acceleration is being considered. The final decision regarding placement or retention will be made by the principal.

In order for students to advance to the next grade, they must meet the following criteria:

- Students who have accrued **7** or more credits are promoted to the 10th grade.
- Students who have accrued **14** or more credits are promoted to the 11th grade.
- Students who have accrued **21** or more credits are promoted to the 12th grade.
- In order to receive a diploma, a minimum of **26.0** credits are required **and** the mandated course requirements must be met.

Course Placement

Course placement for incoming students is based on placement testing. All incoming students are required to take a placement test that includes a math placement test, a Reading for Information test, and a writing sample. In addition, students enrolling beyond the ninth grade will also be placed based on a review of their high school transcripts.

Math placement for current students will be based on the placement recommendation from the student’s current math teacher.

Humanities placement for Advanced Placement courses will be based on the recommendation of the current teacher and the consent of the AP teacher.

Advanced Placement

Students are encouraged to attempt advance coursework during their time in our program. College Board Advanced Placement courses are designed to prepare students for the College Board AP exams in May. These courses are very rigorous and require a level of commitment and time that generally far exceeds that of CP or Honors classes. Academic staff recommend student placement for the upcoming year based on a student’s record of work in current classes, and on College Board testing. In the vast majority of cases, students and parents are in agreement as to the best placement. On occasion, a family may insist on placement at a level above that which has been recommended for a particular course.

All students at AAE who enroll in AP tests are required to take the AP exam in May as part of their coursework. This AP exam (for which an approximate \$95 fee is charged) is required in order to gain AP credit. At the time of enrollment, families are asked to submit an initial registration deposit of \$25, for each AP course a child is enrolled in. Students who qualify for financial assistance can request a fee waiver from their guidance counselor.

Attempting an excessive number of Advanced Placement credits can overload a student academically. If a student wishes to take more than three AP courses in an academic year, the request will be reviewed by the AP Coordinator and the student’s counselor. For all Honors and AP level courses at AAE, student performance will be reviewed at progress reports and end of the 1st Quarter. As the success of all students is our goal, the school will schedule family meetings with parents and students if academic performance suggests a placement may not be the right fit; this meeting will serve to recommend alternative course options to families.

Minimum Graduation Requirements

In order to graduate from the Academy of Aerospace and Engineering, a student must have earned a minimum of 26.0 credits and must have met the credit distribution requirements. Students must also demonstrate what they know and are able to do by meeting graduation performance requirements in reading, writing, and mathematics.

	State Requirement	Aerospace Requirement
Cluster 1: Science Technology, Engineering, and Mathematics (STEM)		
Math	3 Credits	4 Credits
Science	2 Credits - 1 Physical Science - 1 Biological Science	4 Credits - 1 Credit Physical Science - 1 Credit Biological Science
STEM Electives	None	2 Engineering credits

Cluster 2: Humanities		
English	4 Credits	4 Credits
Social Studies	3 Credits - 1 US History - 0.5 Civics/Government	3 Credits - 1 Credit US History - 0.5 Credits Civics/Government
Art/ Vocational Education	1 Credit	1 Credit
Cluster 3: Career and Life Skills		
Physical Education	1 Credit	1.5 Credits - 1 Credit Physical Education - 0.5 Credit Health
Foreign Language (or ESL)	None	2 Credits
Open Electives	6 Credits	3.5 Credits
Capstone	None	1 Credit
Total	20 Credits	26 Credits

Absenteeism and Credit

Students who have 10 total absences (excused or unexcused) during a semester-long course or 20 absences (excused or unexcused) during a full-year and who has been deemed truant will need to meet with administration to discuss a plan to receive credit in the course. At the Academies, we believe that students must be present in class and on time to successfully complete the course. Administration will review any case of excessive absenteeism or tardiness.

Athletic Eligibility

In order to join a sports team, a student may have only **one** failing grade from the previous quarter (this does not apply to middle school students or Freshmen for the fall season).

If a student has **one failing grade** at the start of the season, they will fill out an **academic probation** packet and begin a probationary period. During this time, they will **not be permitted to travel or compete** at games/meets. They are still allowed to participate in practice under the coach's discretion. Once they raise their grade to passing, they will be permitted to compete.

All student grades will be checked at the close of **progress reports** and **report cards** (middle school grades will be checked more frequently). During this check in, if a student who was *on probation still maintains one failing grade*, they will be *removed* from the team. If a student who was *previously passing* all classes but *now has one failing grade*, they will fill out an academic probation packet and *begin a probationary period*. If a student who was *previously passing* all classes and *now has more than one failing grade*, they will *meet with a board of teachers* to discuss their participation in the sport.

DISCIPLINE AND STUDENT RIGHTS AND RESPONSIBILITIES

Bullying and Cyber bullying

Public Act No. 11-232 defines bullying as: (A) the repeated use by one or more students of a written, oral, or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile

environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school.

Public Act No. 11 – 232 clearly indicates that bullying may occur: on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, as well as outside of the school setting. Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying. Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action. A copy of this school's safe school climate plan may be found at the CREC website. The complaint procedure is also posted on the District's website and the school website. Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report. The Safe School Climate Specialist is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school.

Cellular Phones, Electronic Devices and Telephone Usage

Cell phone, headphones, and other electronic device use in hallways is prohibited during normal school hours. Personal electronic device use in all school spaces is prohibited during the normal school hours except during a student's lunch wave and when deemed educationally appropriate by teachers or staff. Use of electronic devices for ANY purpose without the explicit permission of a staff member will be considered a violation of this policy.

If a student is found in violation of this policy:

- First Offense – device will be confiscated and turned in to the appropriate administrator. Student may pick it up at the end of the school day from the main office. Student will sign a contract stating s/he understands the rule and the consequences of further offenses.
- Second Offense - device will be confiscated and turned in to the appropriate administrator. Parent/Guardian may pick up the device from the main office. Parents will be asked to sign a contract stating s/he understands the rule and the consequences of further offenses. The device will only be returned to a Parent/Guardian during regular school hours.
- Third Offense – device will be confiscated and turned in to the appropriate administrator. Parent/Guardian will be required to meet with administration to discuss further disciplinary action.

A student, who is asked to relinquish a cell phone/electronic device by any school staff member, must do so regardless of time of day and/or circumstances. Students who fail to comply with any aspect of the cell phone/electronic device policy will be subject to disciplinary action.

To contact a student during regular school hours, parents/guardians should contact the Main Office. Staff will only interrupt a student's learning process in cases of emergency.

To make a call, students must obtain teacher permission, come to the Main Office, and ask to use the school phone. Using the school phone is not an excuse for being late to class.

Students who fail to comply with any aspect of the cell phone policy will be subject to disciplinary action.

Cheating Policy

Cheating will not be tolerated at The Academies. Acting dishonestly, which includes stealing property or using ideas or writings of another as one's own, are forms of cheating.

Plagiarism can occur in all departments at The Academies. Misappropriating passages or ideas from another person such as copying homework, tests, quizzes, projects and using them as one's own in any way are forms of cheating and fall under what is described as plagiarism. **In the case of cheating, both parties are responsible and will be disciplined appropriately.** If a student has any doubt if it is plagiarism - ASK A TEACHER.

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character; this is inconsistent with District goals and values. All forms of cheating and plagiarism are not acceptable. The misrepresenting of homework, class work, tests, reports, or other assignments by students as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

Civil Rights and Harassment

It is one of the goals of CREC and The Academies to provide equal educational opportunities for each of its students, regardless of race, color, creed, religion, ancestry, national origin, age, sex, sexual orientation, marital status, or disability. **Harassment of any kind will not be tolerated at The Academies.**

Sexual Discrimination: Sexual discrimination occurs when a person, because of his or her gender, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual Harassment: Sexual harassment is behavior of a sexual nature which interferes with a student's or employee's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere.

Under federal and state laws and policies, sexual harassment is illegal and prohibited in school and workplace settings. Incidents of sexual harassment can be male to female, female to male, male to male, female to female, student to teacher, teacher to student, student to student, teacher to teacher. Sexual harassment by a student, employee, individual under contract, or volunteer will result in disciplinary action up to and including dismissal or expulsion.

It is the policy of CREC and The Academies to maintain a positive learning and working environment for students that is free from sexual harassment. It shall be a violation of this policy for a student, staff member, or any individual subject to the control of the Capitol Region Education Council to harass a student through conduct or communications of a sexual nature as defined below.

Sexual harassment may include but is not limited to the following:

- Verbal harassment or abuse
- Pressure for sexual activity
- Remarks to a person with sexual implications
- Suggesting or demanding sexual involvement accompanied by implied or explicit threat concerning one's grade, etc.
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual
- Such conduct has the purpose or effect of substantially interfering with an individual's academic environment

This means that no member of the faculty or staff may subject a student to sexual behavior of any kind, either explicit or implied. It is especially important to remember that in a setting where teachers and staff hold the power of grades, field trips, etc., that power can be abused and/or perceived as "favoritism".

What are my responsibilities and rights related to sexual harassment?

Students are legally protected against sex discrimination and sexual harassment by Title IX of the Education Amendments of 1972, a federal law prohibiting discrimination in schools on the basis of sex. Students have the right to participate in all school and classroom activities in an atmosphere free from sexual harassment. Students have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

How do I know if I am being harassed or harassing someone? Ask yourself the following questions:

- Is the behavior of a sexual nature?
- Would you want this behavior to be directed toward a member of your family or toward a friend?
- Does the behavior interfere with anyone's ability to learn or to feel comfortable in school or classroom activities (this includes public displays of affection in class --inappropriate touching, kissing, etc.)?
- Does the behavior involve one person trying to have power over or control another person?
- Is the behavior part of a pattern?
- Does the behavior make you or anyone else feel uncomfortable?
- Is the behavior unwelcome by anyone involved?
- Does the behavior result in anyone feeling like an "object" instead of a person with feelings?

What are some examples of behaviors that may be considered sexual harassment?

- Staring or leering at parts of someone else's body
- Gestures or jokes of a sexual nature
- Displaying of sexual pictures or objects
- Spreading sexual rumors or commenting about sexual behavior
- Repeated pressuring for dates or unwanted sexual activity
- Touching, grabbing, and pinching
- Asking for sexual favors in exchange for grades, promotions or participation in school activities
- Physical sexual assault
- Comments about someone's body that portrays them as a sexual object

What should I do if I think I am being harassed or if I witness harassment occurring?

- Take action and get help when needed. Ignoring sexual harassment is not an effective way to stop it.
- Keep a detailed record of the harassing behavior to share with school officials who investigate your complaint.
- Whenever possible, the student, directly or through a teacher, counselor, or school administrator, should inform the alleged harasser verbally or in writing of the specific behaviors that are offensive and tell him or her to stop.
- Complete a reporting form located in the administrative offices of the school.

Any person who alleges sexual harassment occurring in the Academy may use the CREC's Civil Rights Complaint Procedure located in the Main Office or may file a complaint with the Principal or his designee, school counselors, teachers, school social worker, CREC Human Resources Department or any other individual designated to receive such complaints. Filing a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future grades or academic assignments. The right to confidentiality, both of complainant and the accused, will be respected consistent with CREC's legal obligations and with the necessity to investigate allegations of misconduct and with taking corrective action when this conduct has occurred.

The Academies will not tolerate any reprisals or retaliation that occurs as a result of reporting charges of sexual harassment or sexual discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

If an investigation results in a finding that a person has maliciously and falsely accused another of sexual harassment, the accuser shall be subject to appropriate disciplinary action.

Child Abuse

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in their use.

Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect, a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect is also considered child abuse.

Computers and the Internet Acceptable Use

Student use of school computers, inside or outside of the school, and student use of the school internet connection or school web sites will comply with the following acceptable use guidelines. Failure to follow these guidelines may result in loss of computer privileges and/or disciplinary action.

1. Students will use the Internet or network for school purposes and only in the presence of and/or knowledge of a teacher or other adult.

2. Users will use the Internet in a responsible manner, and will use appropriate language. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.
3. Students will not give out any information about themselves or anyone else.
4. Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
5. Students should notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.
6. Use of the system to access, store or distribute obscene or pornographic material is prohibited.
7. No individual student, personal or academic information will be posted on The Academies web sites without written parental permission.
8. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
9. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.
10. No student will send or receive e-mail except under the direction of or authorization of a teacher or other staff member.
11. All users will adhere to copyright laws and cite appropriately any information, graphics, or other resources that they obtain from the Internet. This also includes unauthorized installation, use, storage or distribution of copyrighted software or materials on district computers.
12. Only those individuals who have been specifically designated as Webmaster or his/her designee by the school district will be allowed to post, alter or delete information from a school website.
13. It is not the intent of this policy to exhaustively enumerate all instances of acceptable and unacceptable use. Therefore, any violation of this policy, even though not specifically mentioned in the guidelines, but determined by The Academies to be an inappropriate use or to improperly restrict or inhibit other members from using and enjoying the network, may result in access privileges being revoked and in disciplinary actions.
14. The Academies reserves the right to monitor and supervise use of its property. All students will be expected to adhere to the same Acceptable Use standards for appropriate content for personal web pages that can be accessed from the school's computers.
15. The Academies have taken reasonable precautions to eliminate objectionable materials from the network. However, it is impossible for The Academies to restrict all such materials and cannot be held responsible for such materials acquired on the network.
16. Every computer provided to students for school use is considered school property. Students must not make any modifications to the computer provided by the school, or to any school computer, by way of installation of any software (other than school-provided print drivers), adjustment to system files, changing of system permissions, or any other changes that would alter a computer's function from the way it is originally provided to the student.

Students, who are assigned a school laptop for a period of time that extends beyond the school day, will be subject to Acceptable Use Regulations regarding Internet/Computers, as well as any additional rules, regulations, policies, and agreements presented at the time of 1-to-1 laptop assignment. Because the Internet is used as part of a school activity, the school's code of conduct applies to network activities. Failure to adhere to regulations will result in a loss of privilege or other appropriate disciplinary action.

Dangerous Instruments and Weapons

Students shall not possess firearms or weapons or facsimiles thereof, or dangerous instruments of any kind on school grounds or buildings, on school busses, or at any school related or school-sponsored activity away from school facilities. The only exception to this is when the school has approved an activity where the use of a facsimile is used as part of the education process. Students who violate this policy shall be subject to appropriate disciplinary action including expulsion as well as possible legal action. A student's conduct off school grounds that is seriously disruptive of the educational process in violation of the CREC Council's publicized policies or for which expulsion is otherwise authorized by law may also be grounds for expulsion.

The Principal, or their designee, retains the right to inspect or search the Academy, including lockers or any other place or person where there is a reasonable suspicion that a weapon is present.

The search of a student will only be conducted by an administrator where there is reasonable suspicion that a weapon or other dangerous instrument will be found. The student may be requested, without parental permission, to empty pockets, pocketbooks, bags or other possessions. The administrator is not permitted to physically remove or require the student to remove clothing in this situation. If a weapon or dangerous instrument is found, it will be confiscated and a report will be made immediately to the Executive Director of CREC. The weapon or dangerous instrument will then be turned over to the Executive Director or designee. Where a search is conducted but no weapon is found, the Academy Director or Assistant Director will make a report to CREC's Executive Director. In an appropriate situation, the administrator may report a violation of this policy to the local police department.

Detentions and In-School Suspensions

Detention and in-school suspensions are assigned as part of the discipline consequences for students. Students serving detentions and suspensions must conform to the following minimum requirements.

- Students are separated from other students
- No electronic devices are to be used (I pods, cell phones, etc)
- Students are not allowed to talk or participate in non-academic activities while serving detention or suspension
- Students must occupy their time with academic work provided by teachers

If students fail to follow these guidelines or do not follow the directions of the staff member supervising the detention or suspension, the detention or suspension will not count for time served. In addition, the student may be referred for further disciplinary action.

Home School Suspension and Expulsion (Part Time students only)

The Greater Hartford Academy of Mathematics and Science operate in cooperation with the student's home school district to provide the academic credits necessary for graduation. If a student has been shown to be in violation of a home school disciplinary policy and that violation results in either suspension or expulsion, the student will not be allowed to attend GHAMAS for the duration of the disciplinary action. If the student returns to the home school at the end of the suspension or expulsion period, they may also return to GHAMAS. GHAMAS will work with the home school district to provide any educational resources deemed appropriate and applicable during the period of suspension or expulsion. Suspension from GHAMAS will be communicated to the student's home school and may result in suspension from the student's home school.

Drugs and Alcohol

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 the disciplinary actions.

Due Process

Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against them, the student's right to present their version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any level. The appeal process for suspensions ends with a review at the Executive Director's level.

Parent notification may occur at all levels in the "Range of Administrative Behavioral Consequences," but it will occur from "Parent Contact" through "Expulsion" levels.

Any violations of the law will be promptly reported to the appropriate law enforcement authorities.

Educational Rights of Homeless Children and Youth

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 Jennifer Roke, Amanda Mihaly, or the CREC District Liaison, Laurie Gonzalez.

Freedom of Information Act

The Freedom of Information Act, Conn. Gen Stat. 1-200 *et seq.*, (FOIA) provides that the public will have access into the workings of public agencies. The law provides this access in two basic ways. First, the law states that the public shall have access to the meetings of public agencies, including boards of education, subject to narrow exceptions that are strictly construed. Second, the law provides that the public shall have access to records that are developed and/or maintained by public agencies.

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 medication.

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.

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 (C>G>S Secs. 10-204a and 10-206). An immunization update and additional health assessments are required in the 6th or 7th grade and in the 9th and 10th grade. This form may also be used for health assessments required every year for students participating in sports teams. Those participating in sports teams must have a physical every year and updated health form prior to participation.

Off-Campus Activities

Occasionally, the Academies sponsor activities that will require travel away from the school. Students will provide parents with a permission and information form for them to sign and return to the appropriate staff person for all approved field trips. Students may drive, or ride in, personal cars on school trips only in unusual situations and only with parent/legal guardian authorization.

In such school-sponsored trips, all of the regulations of the Academy are in effect and will be upheld by the instructor or administrator in charge of the event.

Participation in Activities

School activities include, but are not limited to, after school activities, field trips, performances, auditions, dances, and field trips. If a student is suspended for a second time in a school year, the student may lose all privileges for a minimum of one month. The final decision will be made by the administration after consultation with teachers, and will be based on the nature of the offenses and the nature of the activity.

Skateboards

Skateboards are not allowed anywhere on school grounds. The Academies cannot be held responsible for injury that results from disregarding this rule.

Students caught skateboarding will have them confiscated until the last day of classes, or a parent/guardian may claim them during regular school hours.

Smoking

Smoking by students is prohibited at all times. Students shall not smoke or use 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.

SAFETY POLICIES

Accidents

If a student is involved in an accident, no matter how trivial, report the accident to The Academies Administrative Assistant in the Main Office. The school nurse will assist in assessing the student and in filing the report on behalf of the student.

Transportation Safety Complaints/Procedures

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

Emergency Action Plan Guidelines

The Academies takes the safety of its students and staff extremely seriously. A prevention and preparedness plan is in place to respond to the wide variety of emergencies that may arise. The emergency responses described below will be practiced monthly, throughout the year, in the form of drills. Some of these drills will be announced, but the majority will not. We will always strive to be even more quick and effective with our responses.

Classroom Hold

A classroom hold will be employed in situations in which there are reasons to keep students and staff in their current classroom, without allowing movement in the hallway, while instruction is continued in class. An announcement will be made and teachers will close and lock their doors and continue instruction.

Lockdown

A lockdown will be employed in situations in which there are reasons to keep students and staff in their current classroom and seek safety in a silent manner. An announcement will be made and teachers will close and lock their doors and direct students to quickly and silently move to the safest part of the room.

Building Evacuation

This procedure is commonly practiced as a “fire drill,” however, it will be employed in any situation in which there are reasons to evacuate students and staff quickly from the building. An announcement will be made, or the fire alarm will sound, and students will then move with their class quickly and silently to the nearest exit. The nearest exit is indicated on a sign next to every classroom door. Upon exiting the building, classes will move to the edge of the parking lot, where attendance will be taken.

Site Evacuation

This procedure will be employed after a Building Evacuation has occurred, but there are reasons that prevent staff and students from returning to the building. Designated members of the School Safety Team will contact the bus company for transportation, and the bus will take students to an off-site location where parent pickup will be facilitated. Administrators will communicate with families to arrange pickup.

Fire Alarms

Fire is announced by the fire alarm. A floor plan that illustrates the nearest fire exits is posted in every room. Instructors will take a moment at their first meeting in each room to review the location of the nearest exit with their students as well as the procedure for fire, evacuation or lockdown drills.

- Students should walk briskly out of the nearest exit to the directed location.
- Teachers will stay with their class and take attendance to ensure that all students are out of the building.
- Students, who are not in the classroom at the time of a Fire Drill, must join the first group they see and exit the building.

Illness at School

The Academy provides health service for emergency needs only. If a student is too ill to remain in class, he/she must report to the office for assistance. If necessary, the student will be excused to go home after the Academy has received instructions from the home or from the authorized person named on the emergency form. If the Academy is unable to reach the parent/guardian or an authorized person, it will exercise its best judgment in assisting the student.

School Lockdown

In the event of a lockdown, there will be an announcement over the intercom. The Principal is the designated incident coordinator. In the absence of the Principal, the Assistant Principal is the incident coordinator.

1. Students, teachers, and staff that are located in a classroom should remain within the classroom. Teachers will clear the immediate hallway areas of students and lock all doors to the classroom.
2. Teachers should check that all shades are drawn and all windows in their classroom are closed and locked.
3. Students that are located outside of a classroom at the start of the lockdown should walk briskly to the designated safe area.
4. Students outside of the buildings at the start of the lockdown should proceed quickly to the nearest designated outside safe area.
5. All the buildings' exterior doors will be secured.

The incident coordinator will always safeguard the welfare of all the children first. Once the school is in lockdown, no one is to enter or leave until rescued or until it is safe to leave. Parents will not be allowed entry to the building or be allowed to pick up students during a school lockdown. Parents should not proceed to the school to pick up students unless specifically directed to by the school administration or law enforcement personnel to do so.

Other Emergencies

Other emergencies, although unlikely, may occur. The most important thing is to remain calm and to pass the information along as quickly and accurately as possible. Other emergencies may include:

- Hostile Intruder, Suspicious Intruder – Notify teacher, school office, Director or designee.
- Deadly Weapons, Dangerous Instruments, Firearms – Notify teacher, school office, Director or designee.
- Abduction – Abduction is defined as the removal of a student from school by a person other than the custodial parent, legal guardian or their verified designee. Notify teacher, school office,

Director or designee.

- Bomb Threat – Notify teacher, Director or designee.
- Threats, Aggression – Notify teacher, school office, Director or designee.
- Nuclear, Chemical, Bio-Terrorist Attack – The Director is the designated Incident Coordinator.

SCHOOL EQUIPMENT, FACILITIES, AND OPERATIONS

Advertising

Various locations throughout the building will be established for the posting of notices and of certain types of advertising. Advertising of events or products on campus is limited to those sponsored by, and related to the interests of, The Academies, students and faculty, or other non-profit organizations that serve those interests. Materials may not relate to any religious belief, political party, or promote profit-making organizations. Any poster containing language that is offensive to any individual or group must be removed immediately or the person who posted it will be subject to disciplinary action. Notices should be posted only on designated bulletin boards.

Student Drop Off and Pick Up

Student drop off and pick up will occur on the Kennedy Road side of the building. Students should not be dropped off at the building before 7:15 a.m. on normal school days. In addition, students should be picked up promptly after school, evening events, or special events at the school.

Daily Schedules and Early Dismissal of School

Half-Day Program Daily Schedule

Eleventh and twelfth grade students begin classes at 12:32 p.m. and are dismissed at 3:20 p.m. The Academy office opens at 7:15 a.m. and closes at 4:00 p.m. No students should be dropped off before 7:15 a.m. unless specific arrangements have been made with the teacher or other staff member.

Full-Day Program Daily Schedule

All Full-Day school students begin classes at 7:45 a.m. each day the Academy is open, and are dismissed at 3:20 p.m. The Academy office opens at 7:15 a.m. and closes at 4:00 p.m. No students should be dropped off before 7:15 a.m. unless specific arrangements have been made with the teacher or other staff member.

Early dismissal days will occur at 11:00 a.m.

Elevator Use

Student use of the elevators is **prohibited**. Only students who have special needs and who have permission from the office may use the elevators.

Equipment and Facilities

Responsible and proper care of equipment and facilities is expected from each student. Equipment that is checked out to a student is the sole responsibility of that student. S/he is responsible for returning it at the end of the activity in the same condition in which it was received. Lost equipment or careless damage to the facilities will be paid for by the individual responsible.

Teachers sometimes use the hallways as an extension of their classes. Therefore, students should maintain reasonable quiet and order in the halls when passing between classes and respect all items on display throughout the building.

Fees and Expenses

Materials that are part of the basic educational program are provided without cost to the students. Students are expected to provide their own personal supplies such as notebooks, paper, computer data storage, flash drive, calculators and pencils.

High school students are required to have a TI-83+ or higher. This calculator is a highly recommended tool at the college level and may be used on the SAT and Advanced Placement exams. It is recommended that all students purchase this calculator. If there is difficulty in purchasing a calculator, one may be borrowed from The Academies. Students and their parents will be responsible for replacing lost, stolen or damaged calculators.

A computer and network user fee of \$60.00 will be charged to all students who are issued a laptop computer. This fee is for ongoing use and access. The fee does not cover loss or damage. Students will be responsible for any and all costs associated with loss or damage, up to the full replacement cost of the computer.

Optional insurance may be available from an outside vendor. Information on insurance will be sent home with students.

Lockers

Lockers will be issued to each Full-Day student. Use of lockers is a privilege, not a right, therefore students are expected to take utmost care to insure that the locker is closed and locked. Material on the inside of the locker should be easily removed when the student vacates the locker at the end of the year. Only Academy-provided combination locks will be permitted on lockers. Lockers are the property of the Academy and are subject to search without cause and students should have no expectations of privacy.

Lost and Found

A lost and found is maintained by the Security office. All found items should be given to the Security office, where they may be claimed.

Lunch and Eating

Full Day students will have a thirty minute lunch period from Monday through Friday during the late morning/early afternoon. Although Half-Day GHAMAS students may not have time to eat lunch due to travel requirements, it is their responsibility to organize their day so that they eat lunch at their home school, en-route to the Academy, or in the cafeteria prior to the beginning of their first afternoon period. Students may not leave the campus to get breakfast or lunch once they have arrived on campus. Students may not order food for delivery without administrative permission.

Messages

Academy staff will not interrupt classes to convey messages from parents/guardians, friends, family or home school to students unless it is an **emergency**.

School Issued Materials

All school issued materials are the property of The Academies and must be returned. Students with outstanding obligations (unreturned books or other items, ID badges etc.) will not receive grades or transcripts until debts have been cleared.

- Textbooks, including school issued reading books
- Calculators
- Laptops

Visitors

Students are not allowed to bring any visitors to The Academies. Visitors are not allowed in Academy classes. Academy students who bring visitors (including family) to classes or rehearsals will be asked to leave for the day or to make immediate arrangements for the person(s) to leave.

Building and Grounds

Pesticide Application

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact Douglas Henley. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met.

Equal Opportunity

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

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