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Awareness

Diversity

Action

# Faculty Handbook 2019-2020

**9 Riverside Dr.**

2019-2020 School Calendar  
Class Schedules  
Academic Honesty Policy  
Alcohol, Tobacco and Drugs  
Anchor  
Announcements/Bulletins  
Attendance Policies and Protocols for Scholars  
Attendance Policy and Protocol for Teachers  
Building Security  
Child Abuse/Neglect  
Classroom Maintenance  
Code of Conduct  
Code of Conduct, Discipline Interventions, and Restorative Practices  
Computers/Software  
Conferences/Workshops  
Copyrighted Materials  
Discipline of Scholars in Classrooms  
Office Discipline Referral (ODR) Process  
Dress Code – Scholars  
Dress Code – Faculty  
Duties  
Electronic Devices  
Emergency, Fire, Evacuation and Lockdown Procedures  
Emergency Health Care  
Fire Drills  
Field Trips  
Grading Policy  
Grade Reporting System  
Guest Teachers/Substitute  
Homework/Practice  
Illegal Activity

Keys  
Leaving School  
Make-Up Work, Re-dos, and Re-takes  
LEARN RESC  
Mailboxes  
Money  
Google Classroom/ Moodle – Teacher Website  
Professional Development/CEUs  
Project Center  
Purchasing Materials / Purchase Order Process  
Report Cards / Grades  
Safe and Supportive School Climate  
School Counseling Office  
School Policies and Procedures  
School Beliefs  
Mission  
Vision  
Core Values and Beliefs  
Awareness – Diversity - Action  
Magnet Standards  
Scholar Passes  
Scholar Records  
Staff Parking  
Staff Meetings  
Teacher Evaluation  
Video/Media Use  
Voicemail  
Workday  
Pesticide Applications a Schools letter/Application  
LEARN Soliciting Funds Form

## **Table of Contents**

2019-2020 School Calendar
Class Schedules
Academic Honesty Policy
Alcohol, Tobacco and Drugs
Anchor
Announcements/Bulletins
Attendance Policies and Protocols for Scholars
Attendance Policy and Protocol for Teachers
Building Security
Child Abuse/Neglect
Classroom Maintenance
Code of Conduct
Code of Conduct, Discipline Interventions, and Restorative Practices
Computers/Software
Conferences/Workshops
Copyrighted Materials
Discipline of Scholars in Classrooms
Office Discipline Referral (ODR) Process
Dress Code – Scholars
Dress Code – Faculty
Duties
Electronic Devices
Emergency, Fire, Evacuation and Lockdown Procedures
Emergency Health Care
Fire Drills
Field Trips
Grading Policy
Grade Reporting System
Guest Teachers/Substitute
Homework/Practice

Illegal Activity  
Keys  
Leaving School  
Make-Up Work, Re-dos, and Re-takes  
LEARN RESC  
Mailboxes  
Money  
Google Classroom/ Moodle – Teacher Website  
Professional Development/CEUs  
Project Center  
Purchasing Materials / Purchase Order Process  
Report Cards / Grades  
Safe and Supportive School Climate  
School Counseling Office  
School Policies and Procedures  
School Beliefs  
Mission  
Vision  
Core Values and Beliefs  
Awareness – Diversity - Action  
Magnet Standards  
Scholar Passes  
Scholar Records  
Staff Parking  
Staff Meetings  
Teacher Evaluation  
Video/Media Use  
Voicemail  
Workday

# 2019-2020 School Calendar

AUGUST (3)					SEPTEMBER (20/23)					OCTOBER (22/45)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	
NOVEMBER (17/62)					DECEMBER (15/77)					JANUARY (21/98)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	2	3	4	5	6			1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	30	31				27	28	29	30	31
FEBRUARY (17/115)					MARCH (21/136)					APRIL (16/152)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
					2	3	4	5	6			1	2	3
3	4	5	6	7	9	10	11	12	13	6	7	8	9	10
10	11	12	13	14	16	17	18	19	20	13	14	15	16	17
17	18	19	20	21	23	24	25	26	27	20	21	22	23	24
24	25	26	27	28	30	31				27	28	29	30	
MAY (20/172)					JUNE (8/180)									
M	T	W	Th	F	M	T	W	Th	F					
				1	1	2	3	4	5					
4	5	6	7	8	8	9	10	11	12					
11	12	13	14	15	15	16	17	18	19					
18	19	20	21	22	22	23	24	25	26					
25	26	27	28	29	29	30								

\*Snow days will be added to the end of the year

Holidays (Scholars and Staff off)	
9/2	Labor Day
10/14	Columbus Day
11/11	Veteran's Day
11/28-11/29	Thanksgiving
12/23-1/1	Holiday Recess
1/20	Martin Luther King Day
2/17-2/18	President's Day Recess
4/10	Good Friday
4/13-4/17	April Recess
5/25	Memorial Day
Regional PD Days (Scholars off, Staff report)	
8/19	New Teacher Prof. Development
8/20-8/22	All Staff Prof. Development
8/23	New Teacher PD (LEARN)
8/26-8/27	All Staff Prof. Development
11/5	Staff Development Day
2/14	Teacher Prof. Development
3/13	Staff Development Day
6/11-12	All Staff Prof. Development

## 2019-2020 SCHOOL CALENDAR

Tara Amatrudo, *Principal*     JT Foster, *Assistant Principal*

<b>AUGUST 27</b>	New Scholar Orientation Day
<b>AUGUST 28</b>	First Day of School for Scholars
<b>JUNE 9</b>	Last Day of School for Scholars

### HOLIDAYS (SCHOLARS AND STAFF OFF)

<b>SEPTEMBER 2</b>	Labor Day
<b>OCTOBER 14</b>	Columbus Day
<b>NOVEMBER 11</b>	Veteran's Day
<b>NOVEMBER 28-29</b>	Thanksgiving
<b>DECEMBER 23-JANUARY 1</b>	Holiday Recess
<b>JANUARY 20</b>	Martin Luther King Day
<b>FEBRUARY 17-18</b>	Presidents' Day Recess
<b>APRIL 10</b>	Good Friday
<b>APRIL 13-17</b>	Spring Vacation
<b>MAY 25</b>	Memorial Day

### REGIONAL PD DAYS (SCHOLARS OFF - STAFF REPORT)

<b>AUGUST 19</b>	New Teacher Prof. Development
<b>AUGUST 20-22</b>	All Staff Professional Development
<b>AUGUST 23</b>	New Teacher PD (LEARN)
<b>AUGUST 26-27</b>	All Staff Professional Development
<b>NOVEMBER 5</b>	Staff Development Day
<b>FEBRUARY 14</b>	Teacher Professional Development
<b>MARCH 13</b>	Staff Development Day
<b>JUNE 10-11</b>	All Staff Professional Development

### EARLY DISMISSAL

SEPTEMBER 13 (A)	DECEMBER 13 (A)	APRIL 3 (A)
SEPTEMBER 27 (B)	DECEMBER 20 (B)	APRIL 24 (B)
OCTOBER 4 (A)	JANUARY 10 (A)	MAY 8 (A)
OCTOBER 11 (B)	JANUARY 17 (B)	MAY 15 (B)
NOVEMBER 1 (A)	JANUARY 31 (A)	MAY 22 (A)
NOVEMBER 22 (B)	FEBRUARY 28 (B)	JUNE 3-8
NOVEMBER 27	MARCH 6 (A)	JUNE 9
DECEMBER 6 (B)	MARCH 20 (B)	

### PARENT/TEACHER CONFERENCES (EARLY DISMISSAL)

<b>NOVEMBER 21-22</b>	<b>MARCH 17-20</b>
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# 2019-2020

## LEARN PAYROLL CALENDAR

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

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

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

### Notes

ALL TIMESHEETS NEED TO BE IN THE PAYROLL OFFICE

NO LATER THAN 3 PM MONDAY OF THE PAY WEEK.

**PAYROLLDONOTREPLY@LEARN.K12.CT.US**

THIS IS THE EMAIL YOUR DIRECT DEPOSIT

ADVICE AND W2 WILL COME FROM. PLEASE ADD THIS

ADDRESS TO YOUR INBOX



## Class Schedules for 2019-20

### A/B Day

Anchor	7:30 – 7:40
1 <sup>st</sup> Block	7:44-9:09
2 <sup>nd</sup> Block	9:13-10:38
3 <sup>rd</sup> Block	10:42-12:32 1 <sup>st</sup> Lunch-10:42 -11:07 2 <sup>nd</sup> Lunch-11:30 -11:55 3 <sup>rd</sup> Lunch-(12:05) 12:07 -12:32
4 <sup>th</sup> Block	12:36 -1:59
Flex	2:03 – 2:45
Dismissal	2:45

### Early Release A or B Day (non-Friday)

A1/B1	7:30-8:18
Anchor	8:22-8:36
A2/B2	8:40-9:29
A3/B3	9:33-10:12
A4/B4	10:27-11:15

### Early Release Friday A/B day

Advisory	7:30-8:15
A1/B1	8:19 – 9:00
A2/B2	9:04 -9:44
A3/B3	9:48-10:30
A4/B4	10:34-11:15

### 2 Hour Delayed Opening

A1/B1	9:30-10:22
Anchor	10:26-10:35
A2/B2	10:39-11:31
A3/B3	11:35-1:08 1 <sup>st</sup> lunch 11:35 to 12:00 2 <sup>nd</sup> lunch 12:10 to 12:35 3 <sup>rd</sup> lunch 12:43 to 1:08
A4/B4	1:12 to 2:04
FLEX	2:08 -2:45

## **Academic Honesty Policy**

Academic honesty requires that scholars take responsibility for completing work that is reflective of the scholar's best effort. Academic honesty is a vital part of CTRA learning community. Academic dishonesty destroys the integrity of the education process, debases the efforts of his/her peers and degrades the value of learning. In order for learning to be valid, scholars must engage in their studies with honesty. Scholars should expect to submit major writing assessments through Turnitin.com, an online resource that checks "student work instantly for potential plagiarism."

### **Definitions of Dishonest Academic Behavior:**

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

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

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

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

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

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

### **Consequences for Academic Dishonesty**

#### **Level One Infraction:**

The **teacher in the classroom** will handle violations. Scholars who are caught engaging in

academically dishonest activities will receive a grade of “F” for the submitted assignment, paper, test or quiz. Teachers may require that scholars complete a modified assignment to demonstrate competence. Parents will be contacted. Being a violation of the scholar code of conduct, teachers will complete an Office Discipline Referral form describing the event. Level One violations include (but are not limited to):

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

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

### **Level Two Infraction:**

The **teacher and Assistant Principal** will handle violations. Teachers may require scholars complete a modified assignment to demonstrate competence. Parents will be contacted. Scholars will receive a detention or in-school suspension and receive a grade of “F” for the submitted work. Level Two violations include (but are not limited to):

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

Scholars found guilty of Level Two violations will not be eligible for National Honor Society membership for the next round of inductions.

### **Level Three Infraction:**

The **school administrators** will handle violations. Consequence would include (but not be limited to) an in-school suspension and receive a grade of “F” for the submitted work. Level three violations include (but are not limited to):

- Hacking and altering grades in a computer database
- Falsifying research data, stealing laboratory reports and examination papers

### **Sources:**

*Fairview High School ( Boulder, CO )*  
*Palmer High School ( Colorado Springs, CO )*  
*Sonora High School (La Habra, CA )*  
*Connecticut IB Academy (East Hartford, CT )*  
*Kodaikanal International School ( Tamil Nadu, India )*

## **Alcohol, Tobacco, Vapors, and Drugs**

**Smoking and Vaping:** Smoking and Vaping, or the possession of any smoking/vaping material is banned from all school buildings, grounds, and all school-sponsored activities. Any scholar in possession of tobacco products, or vapors, will be asked to relinquish said product so that they may be destroyed. Scholars found smoking/Vaping on school property will be suspended out of school.

**Drugs and alcohol:** No person will traffic in, consume, or have possession of alcoholic beverages or drugs at school or at a school function, regardless of the location of that function. Any person under the influence of drugs or alcohol consumed prior to school or a school-sponsored event will be in clear violation of the school drug and alcohol policy.

In the event that a member of the faculty or chaperone finds cause to suspect a scholar of violating the LEARN policy on drugs or alcohol during school or at a school function, he/she shall implement the following:

1. Notify administration so that the scholar can be removed from the activity.
2. Administration will determine the facts of the situation. The school nurse will be involved if needed.
3. After investigating the claim, parents will be contacted.
4. If it is determined that the scholar is under the influence of drugs or alcohol the parents are to pick up the scholar immediately.
5. Any scholar found in violation of the drug and alcohol policy will be later referred to the school nurse.
6. In a case where a scholar is in the possession of either drugs or alcohol, the police shall be notified.
7. If a scholar's health is in jeopardy due to drugs or alcohol, the appropriate medical authority will be contacted at once.
8. Appropriate consequences will be assigned that correspond to the infraction.

Cause for suspicion and justification for action includes, but not limited to the following:

- Boisterous behavior, or reclusive, drowsy, withdrawn
- Smell of alcohol, vapors, or drugs on scholar
- Erratic behavior
- Passing out
- Nausea or vomiting
- Possession or rumored possession

## **Anchor**

Anchor will occur daily from 9:14-9:21. Anchor is designed to provide scholars with a positive start to their academic day, check in with their advisory teacher, and view the morning announcements. Teachers are expected to be in the hall near their door during passing time so that they can greet each scholar as they enter the classroom.

When greeting each scholar be sure to make eye contact, greet each scholar by name, let them know you are happy to see them at CTRA today, and look for behaviors of concern. If you notice a behavior of concern, please report to appropriate support faculty (administration, office managers, instructional assistants, school counselor, social worker, etc.).

Please also check that scholars are in dress code and wearing their ID. After the bell rings, take attendance on PowerSchool and ready your scholars for morning announcements.

## **Announcements/Bulletins**

All routine announcements are made in the morning during Anchor, typically in a video format. Educators who want items announced during this time must fill out an announcement request form located on the CTRA Website. This request must be completed by noon on the day before the announcement is to be made. Requests after this time must first be approved by an administrator and should then be emailed directly to the educator coordinating the announcements. Announcements made during the day will be kept to a minimum by limiting them to urgent matters only.

This is the main mode of communication within the school as a whole. Teachers are expected to tune in to the announcements each morning and to direct the scholars' attention to them.

During announcements, teachers should maintain a quiet classroom that allows all scholars to hear the announcements.

## **Attendance Policies and Protocols for Scholars**

Teachers are responsible for maintaining accurate attendance records for all classes, field trips, and scholar groups. Teachers are expected to input their attendance on PowerSchool within the first 15 minutes of each class period. Teachers should notify the school office immediately of any scholar disappearance.

After the bell rings to indicate the start of class, the teacher should take note of scholars who

are not present. Scholars who arrive to class late will be considered “tardy,” and it is the teacher’s responsibility to accurately report this with the class attendance. Scholars who are tardy but arrive with a pass from an educator excusing their lateness for a legitimate reason will be marked as having an “excused tardy” in PowerSchool.

### **Loss of credit**

Scholars are allowed a maximum of ten (10) total absences in a semester. Scholars who exceed these numbers will lose credit. They may petition Attendance Review Board for restoration of credit as set forth in the Scholar Handbook.

### **Tardiness**

Any scholar who is not in the classroom at the time of the bell is to be marked as unexcused tardy unexcused unless they have an appropriate pass from faculty member. If a scholar misses more than 20 minutes of any class period they are to be marked as absent.

Any teacher holding a scholar after the scheduled class time must give the scholar a pass to their next class indicating the time the teacher released the scholar and the scholar’s destination.

During passing times, it is the responsibility of all educators to be present in the hallways encouraging scholars to move to class quickly. Scholars remaining in halls after the start of class must be ushered quickly into their classrooms, where they will be marked tardy.

## **Attendance Policy and Protocol for Teachers**

All teachers shall arrive to work no later than 7:00 and shall remain at work until at least 3:15. Teachers are expected to check their mailboxes every morning by 7:15 for relevant information regarding upcoming events and programs.

Teachers are expected to schedule all appointments around these work hours.

### **Procedures for absences for all educators:**

#### **For a planned absence:**

If you are not going to be in school for all or part of a day:

1. Fill out a Leave Request Form for all anticipated absences and turn into Office Manager, Shawnta Mitchell, **one-week** prior to absence.
2. Make sure your Google Classroom is set up with the lesson and work for the day.
3. Email your sub plans and scholar attendance rosters to the following people by 6:30 am on the day of the absence.
  - Assistant Principal, JT Foster - JTFoster@CTriver academy.org

- Principal, Tara Amatrudo – Tamatrudo@CTRiveracademy.org
- Office Manager, Shawnta Mitchell - SMitchell@CTRiveracademy.org
- Subject Area IF
- Receptionist, Serrena Seepersaud - SSeepersaud@CTRiveracademy.org

**For a last-minute illness or emergency:**

4. Email your sub plans and scholar attendance rosters to the following people by 6:30 am. If it is later than 6:30, please **ALSO** call JT Foster at 860.460.3009
  - Assistant Principal, JT Foster - JTFoster@CTriver academy.org
  - Principal, Tara Amatrudo – Tamatrudo@CTRiveracademy.org
  - Office Manager, Shawnta Mitchell - SMitchell@CTRiveracademy.org
  - Subject Area IF
  - Receptionist, Serrena Seepersaud - SSeepersaud@CTRiveracademy.org
5. Make sure your Google Classroom is set up with the lesson and work for the day.

**Procedures for faculty members requesting coverage:**

If you need coverage of a class, or portion of a class, for any reason:

1. Fill out a Coverage Request Form and turn into the Coverage Manager, **five school days** prior to absence. Requests for coverage made less than a week in advance are less likely to be covered and must be submitted directly to the Principal for approval before submitting to the Coverage Manager.
2. The Coverage Manager will notify the teacher if coverage is available and will make arrangements to have the classroom covered.

## **Building Security**

All building doors will be locked at all times after 8:00am. Security will be provided by Goodwin College from 6:15 a.m. – 6:00 p.m. All faculty members can access the building during these times by scanning in using their assigned proximity tag or ID badge at the main entrance or parking garage entrance.

Visitors needing to enter the building must be buzzed in using the intercom located at the main entrance. All visitors must then report immediately to the main office to sign in. All guests will be issued a visitor's pass. If you encounter someone in the hall without a visitor's pass, please stop them, and ask "May I help you?" and then direct them to the office to sign in and get a visitor's pass.

The Connecticut River Academy facility will be used by Goodwin College for evening classes and other events. All teacher materials therefore need to be neatly stowed and locked away at the end of each day. Faculty should keep all personal belongings locked away at all times to prevent loss. The Connecticut River Academy is not responsible for personal items that are lost or missing. White board space must also be available for use by Goodwin College instructors in the evenings.

## **Child Abuse/Neglect**

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

**Teachers, principals, paraprofessionals, and other professional school faculty are obligated by law (C.G.S. 17a-101) to report suspected child abuse or neglect to the Connecticut State Department of Children and Families Services.**

It is the Public Policy of the State of Connecticut to assure that the health and welfare of its children are protected from the adverse effects of injury and neglect. It is the intent of such policy to maintain and strengthen the family and to assure a nurturing home environment through enhancement of parental capacity for appropriate childcare. In the absence of such, the state may provide temporary or permanent alternative home environments. For these purposes, the law requires:

- The reporting of suspected child abuse
- The investigation of such reports by the Department of Children and Families
- The provision of services, where needed, to the child and family

### ***Reporting of suspected child abuse/neglect***

Any school personnel responsible for the care and education of children shall report or cause a report to be made where there is reasonable cause to suspect or believe that any child under the age of eighteen:

- a) has had physical injury or injuries inflicted upon him/her (other than by accidental means) by a person responsible for such child's health, welfare or care, or by a person given access to such child by such responsible person; or
- b) is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment; or
- c) has been neglected, that is
- d) has been abandoned
- e) is being denied proper care and attention, physically, educationally, emotionally, or morally or



- f) is being permitted to live under conditions, circumstances or associations injurious to the child's well-being; or
- g) is in danger of being abused, even though one does not suspect or believe any such abuse has actually occurred; or
- h) has injuries which are at variance with the history given of their occurrence

Public school personnel may make reasonable inquiry of a child regarding such suspicion or visible injury. However, only a school nurse or a school medical advisor, in the presence of an administrator, may remove or insist that a child remove clothing to confirm suspected abuse or neglect except in those circumstances where immediate action is required or in the case of apparent need for emergency medical treatment.

An oral report shall be made immediately to the Executive Director, building Principal or Assistant Principal or a designated administrator and by telephone to the Middletown DCF office at 344-2165. All oral reports shall be followed within seventy-two hours by a written report (DCF Form 136 available in the special services office) to the Middletown office of DCF (with the yellow copy forwarded to the administrator). The report shall contain the names and addresses of the child and his/her parent or guardian and, if known, the age of the child, the nature and extent of the child's injury, together with any evidence, suspicion or belief that a child is in danger of being abused, all evidence forming the basis for such belief, and any other information which the reporter believes might be helpful in establishing the cause of the injury or injuries and protecting the child should be reported.

According to Public Act 73-205, as mandated reporters, public school personnel who fail to make such reports shall be subject to fines up to five hundred dollars. **Any person, who in good faith, makes or causes such a report to be made shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such report.**

## **Classroom Maintenance**

The classrooms at the Connecticut River Academy are shared with Goodwin College and therefore must remain clean and clutter free. Teachers should check their room on a weekly basis to ensure that it is in full working order. Supervision of the physical condition of the classroom is the responsibility of its teachers and should include the following measures:

- Checks of marking on desks, chairs, and walls.
- Report any breakage, malfunctions, or needed replacements of facilities to the main office. This may include, but is not limited to: light bulbs, chairs, desks, blinds, cabinets, faucets, ceiling/floor tiles, door handles, etc.
- Teachers should be sure that all doors, cabinets, drawers, windows are closed and locked at the end of the day.

## **Code of Conduct, Discipline Interventions, and Restorative Practices**

At CTRA our number one priority is to provide a safe and healthy environment in which scholars can learn and grow. All members of our learning community (scholars, faculty, staff, and parents) are expected to demonstrate appropriate behavior at all times. Our code of conduct is based on our core values with the expectation that scholars will make informed and responsible decisions about their behaviors in a way that will have them career and college ready.

This jurisdiction includes transportation to and from school, any school-related activity, regardless of time or location, and any off campus school-related activity, regardless of time or location.

Scholars are subject to disciplinary interventions, including suspension and expulsion, for conduct that is seriously disruptive to the educational process and is violation of policy, even if such conduct occurs off-school property and during non-school time. When investigating incidents that occur outside school the following may be considered:

- (1) whether the incident occurred within close proximity of a school,
- (2) whether other scholars were involved, or whether there was gang involvement,
- (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, (4) whether the conduct involved the use of alcohol or illegal drugs.

Through Restorative Practices, individuals who may have caused harm to school community and are subjected to a disciplinary intervention can address those affected by their behavior and take responsibility, with the goal of repairing harm done.

**The Code of Conduct and Discipline Intervention matrix will be updated each quarter as we implement our transition to restorative practices.**

Reference: PA 95-304, An Act Concerning School Safety and PA 96-214, An Act Concerning Revision to the Education Statutes, permit such action if covered by board policy (5131.8 OUT OF SCHOOL MISCONDUCT). Further revision by PA 98-139, An Act Concerning Scholar Suspensions and Expulsions. (C.G.S. 10-233c)

**The Code of Conduct can be found on the school's website at <http://ctriveracademy.org/code-of-conduct/>**

### **Flex Detention**

A scholar must report to the detention room by the start of flex block. If a scholar is late, he/she must remain for the entire period, and will be given an additional flex detention. Scholars must bring enough work for the entire period. Cell phones, headphones, and computers for personal use are not allowed.

### **Tuesday/Thursday detention**

**A scholar reports to room lecture hall by 2:50 and remain until 3:50 PM on Tuesday or Thursday.** The scholar is required to bring and complete academic work during the hour.

Unsuccessful completion of the Tuesday/Thursday detention will result in a Friday detention.

**Parents and scholars must provide their own transportation home.**

1. Must turn in cell phone.
2. No headphones

3. No Music
4. No talking
5. No heads down.
6. Computer screens must be facing educator at all times.
7. Only use computer for schoolwork. Scholar cannot visit a non-academic site.
8. Scholar will be given two bathroom breaks for the day. Scholar will be escorted.
9. If scholar finishes schoolwork, they must read a book for English class.
10. Scholars who do not abide by rules will be sent home and the student will receive a day Friday detention.

### **Friday Detention**

**A scholar reports to the lecture hall by 11:45 AM** and remains there until 2:45 PM on half day Fridays. Scholars must arrive before 11:45 AM. Those arriving after 11:45 AM will not be admitted. The scholar is required to bring and complete academic work during the three hours. Unsuccessful completion of the Friday detention will result in an additional Friday detention. Scholars are responsible for providing their own transportation. Cell phones, headphone, and other electronic equipment other than computers must be left at the front desk. **Parents and scholars must provide their own transportation home.**

1. Must turn in cell phone.
2. No headphones
3. No Music
4. No talking
5. No heads down.
6. Computer screens must be facing educator at all times.
7. Only use computer for schoolwork. Scholar cannot visit a non-academic site.
8. Scholar will be given two bathroom breaks for the day. Scholar will be escorted.
9. If scholar finishes schoolwork, they must read a book for English class.
10. Bagged lunch will be provided.
11. Scholars who do not abide by rules will be sent home and the student will receive a day of ISS upon return.

**Scholars who skip Friday Detentions will be issued a Monday In School Suspension.**

### **In School Suspension**

In School Suspension (I.S.S.) will be held each Monday - Friday that school is in session from 7:30 a.m. to 2:45 p.m. ISS may be assigned for the day, or part of the day. A specific classroom will be designated to serve as the I.S.S. room. Students and/or parents will be given prior notice. The Behavior Intervention Coordinator will give directions and review the scholar expectations for ISS.

1. Must be in dress code.
2. Must turn in cell phone.
3. No headphones
4. No Music
5. No talking
6. No heads down.
7. Computer screens must be facing educator at all times.
8. Only use computer for schoolwork. Scholar cannot visit a non-academic site.
9. Scholar will be given two bathroom breaks for the day. Scholar will be escorted.

10. If scholar finishes schoolwork, they must read a book for English class.
11. Bagged lunch will be provided.
12. Scholars who do not abide by rules will be sent home. A parent meeting will be required before returning to school to complete ISS.

### **Out of School Suspension:**

**Scholars are** excluded from all school privileges for disciplinary reasons. This includes all school and after school activities and transportation services. This suspension period shall not extend beyond ten (10) consecutive days or beyond the end of the school year in which the suspension imposed.

### **Restorative Practices**

Restorative practices is a system whereby individuals who may have caused harm to school community can address those affected by their behavior and take responsibility, with the goal of repairing harm done. It requires the individual acknowledges how the behavior affected others, accept the behavior was harmful, and make changes to avoid such behavior in the future. **Any scholar who has been given a discipline intervention listed above can ask to go to a circle and have their case heard.** For level 1 or 2 offenses, the issue can be addressed in a classroom circle. Level 3, and 4 interventions will be addressed through the Behavior Intervention Specialist.

- **Circle Process:** Circles provide scholars an opportunity to speak and listen to one another in a safe atmosphere and allow educators and scholars to be heard and offer their own perspectives.
- **Restorative Community Service:** Community service allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.
- **Peer Juries:** Peer juries allow students, who have broken a school rule, and trained student jurors to collectively discuss why the rule was broken, who was affected, and how the referred student can repair the harm caused.
- **Peer Mediation:** Mediation – Some behavioral issues can be addressed through peer mediation or a mediation between a scholar and an educator. The objective of these mediations is to build empathy and mutual respect.

## **Computers/Software**

Technology is a critical component of scholar learning at CTRA. All teachers will be issued a school laptop for their use in creating lessons, communicating with faculty members, and collaboration. All scholars should have access to their assigned laptop during each class period, which should allow teachers to design and implement lessons that help develop skills for success.

### **Distribution of Scholar Laptops**

- **Upper Classman** Receive new forms in Advisory on Wednesday, August 28th; hand in signed form to Project Center and get laptops on Friday, August 30th and thereafter.
- **Freshmen** Review forms in Advisory during first two weeks of school; freshmen will get their laptops during Advisory on the 11<sup>th</sup>.

### **Broken Laptops**

If a scholar reports to a teacher that his/her laptop is broken, the teacher should remind the scholar that they are to report to the IT desk to have the issue resolved (please call ahead to ensure that a staff member is available). The technology support desk is located in the project center. **Teachers are not to accept or hold on to any laptops from scholars under any circumstance.**

### **Software Purchases**

Any software that requires purchase must be submitted as a Tech Request by the teacher and approved by CCAT personnel and then approved by the Principal. All significant purchases should be discussed with the Principal prior to purchasing. Upon approval software can be ordered and will be installed by the tech department. This applies to iPad applications as well. Please submit software requests at least two weeks before the software is needed for proper testing and installation on necessary equipment.

### **Tech Requests**

All tech requests are to be submitted **48 hours before needed**. This does not include emergencies or problems that arise. Tech requests should be submitted by emailing WORM@mail2.ccat.us. Examples of tech requests would include, but are not limited to: access to a blocked website, access to educational online games or activities, etc.

### **Website Filtering**

If you find a website that you would like blocked or unblocked, please submit a WORM so that we can adjust the filtering system as quickly as possible.

### **Response to Computer Violations**

Any scholar whose use of technology violates the rules, including accessing social networking, gaming, and other non-academic sites during class time, will be subject to the following:

1<sup>st</sup> offense: increased restrictions

2<sup>nd</sup> Offense: Scholar will not be allowed to take computer home. Schoolwork must be completed on paper.

3<sup>rd</sup> Offense: Scholar loses computer indefinitely. All work must be completed on paper.

## **Conferences/Workshops**

Prior authorization from the Principal is required to attend any conference/workshop if it is during the school year or you are seeking reimbursement for attending this conference/workshop. Fill out a conference request form with all anticipated costs associated with the conference/workshop at least one month before the registration deadline. All professional conferences and workshops should be included in the department area budget whenever possible.

**Payment of conference through a Purchase Order:**

1. After receiving approval from the school Principal fill out the appropriate PO request form one month before the registration deadline.
2. While at the conference retain all relevant receipts. Attach receipts to a Travel-Expense Voucher Form upon return and give to the Office Manager for processing
3. The Principal must preapprove all conference expenses, including travel.

## **Copyrighted Materials**

It is the intent of the Connecticut River Academy to adhere to the provisions of current copyright laws and congressional guidelines. Employees and scholars are to adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights", and other relative federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

Specifically:

1. Copyrighted materials may not be unlawfully produced on district-owned equipment.
2. Unlawfully copied copyrighted material may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.
3. The legal and insurance protection of the district will not be extended to employees who unlawfully copy and use copyrighted materials.
4. Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under sections 107 or 110 of USC 17 for materials that have been used or copied.

Employees who use copyrighted materials that do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:

- The individual or the district has purchased the materials from an authorized vendor and a record of the purchase exists.
- The materials are copies covered by a licensing agreement between the copyright owner and the district of the individual employee.

- The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

## **Discipline of Scholars in Classrooms**

Scholars are subject to disciplinary action, including suspension and expulsion, for misconduct, which is seriously disruptive to the educational process and is a violation of policy, even if such conduct occurs off-school property and during non-school time. When investigating incidents that occur outside school the following may be considered: (1) whether the incident occurred within close proximity of a school, (2) whether other scholars were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol or illegal drugs.

Reference: PA 95-304, An Act Concerning School Safety and PA 96-214, An Act Concerning Revision to the Education Statutes, permit such action if covered by board policy (5131.8 OUT OF SCHOOL MISCONDUCT). Further revision by PA 98-139, An Act Concerning Scholar Suspensions and Expulsions. (C.G.S. 10-233c)

### **Office Discipline Referral (ODR) Process**

At the Connecticut River Academy we believe that the objective of any disciplinary decision is to change the behavior of the scholar by helping them make better choices. In an effort to standardize documentation of inappropriate behaviors at CTRA, it is critical that all faculty use a common referral process with graduated consequences as documented below:

### **Referral protocol for MAJOR Behavior Infractions –**

Proper sequence for redirecting Major Disruptions is:

1. Teacher conference (if possible) - Speak to scholar privately to address the issue.  
Try to determine the cause of behavior.
2. Submit referral to Behavior Intervention Coordinator.
3. If scholar needs to be removed from the classroom:
  - a. Prompt 3x for re-engagement
  - b. Call security desk for an escort – ex. **2853. Security will contact a Behavior Intervention Specialist. Intervention Coordinator – ex 2872 (Kevin Richardson) or (Isoline Smith) at 2315** (Backup: Call Assistant Principal - ex. 2852)
  - c. Provide the following information:
    - i. Room number
    - ii. Scholar name

- iii. Issue – non-compliance, defiance/disrespect, abusive language, physical aggression
- iv. Request – Re-engagement (scholar may return to class), De-escalation (scholar may return to class), Removal (scholar may not return to class)
- v. Complete on-line referral
- vi. Contact home to discuss classroom events, assign a date.
- vii. Reflect with scholar about behavior as soon as possible.

***Examples of MAJOR behaviors that may result in removal of scholar from the learning environment:***

1. **Abusive language/inappropriate language/profanity** - Verbal messages that include swearing, name calling or use of words in an inappropriate way.
2. **Fighting/physical aggression** - Actions involving serious physical contact where injury may occur (i.e., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
3. **Defiance / disrespect / insubordination / non-compliance** - Talking back and/or socially rude interactions
4. **Harassment / tease / taunt** - Scholar delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. It is important to make accurate and timely reports
5. **Disruption Behavior causing an interruption in a class or activity** - Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
6. **Other** - Problem behavior causing this referral is not listed above. Faculty using this area will specify the problem behavior observed.

## **Dress Code – Scholars**

CTRA's dress code policy is designed to promote career and college readiness. Acceptance of admission to CTRA implies agreement to abide by our school's dress code. The dress code for CTRA requires scholars to wear school-approved shirts and pants. A school logo must be shown at all times, therefore outerwear that covers the school logo cannot be worn throughout the school day. Scholars who arrive to school out of dress code will not be allowed to attend any class until they are appropriately dressed.

### **Shorts/Pants/Capris/Skirts**

- Must be chino, dress, or cargo style - jeans, leggings, joggings, stretch, workout/athletic, and sweat pants are not allowed



- Must be solid colored in black, blue, brown, grey, or khaki – no camouflage or other patterns
- Free from rips or holes
- Worn at the waist, belted if necessary.
- Shorts and skirts must fall within 6 inches of top of the scholar's knee.

**Polos, T-shirts, sweaters, fleeces.**

- School logo must be visible on the outer most layer.
- Tops with school logo are in gray, navy, light blue, white, black, and red.
- Shirts must be worn beneath uniform. Tank tops, tube tops, and crop tops are never allowed.
- Shirts must be free from promotion of or reference to drugs, alcohol, tobacco and offensive signs, symbols, or words. Solid colors without print are encouraged.

**Footwear:**

All shoes must have soles. **Slippers, rubber flip-flops, sliders, and slip-ons are not allowed.** While closed toed shoes are not a necessary part of the daily dress code, due to the nature of our academic programming scholars may be required to wear shoes that are closed toed and closed heel for some classes as determined by the teacher.

**Other Important Dress Code Information:**

**Hats**

Scholars may not wear hats, hoodies, do-rags, skullcaps or any other type of head covering that is not professional. Hats, hoods, do-rags, skullcaps, or any other headgear must be removed and stored upon entering any CTRA building.

**Head Wraps:** Professional head wraps are allowed.

**Headbands:** Professional headbands are allowed if they are no larger than 3 inches.

**Sunglasses:** Scholar may not wear sunglasses in school.

**Jewelry:** All jewelry must be school appropriate. Nameplates/necklaces, bracelets, rings, and earrings may not contain obscene or profane language.

**Coats/Jackets:** All outerwear without school logo must be taken off when scholars enter the classroom.

**Socks:** Socks must be school appropriate. They may not have images of, or make references to, marijuana.

**Dress Code Item Donation**

Scholars and their families are encouraged to donate clean, gently used dress code items that are no longer wanted to the school for use as needed. Such donations should be brought to the main office.

\*\*Families in need of financial assistance should contact CTRA Uniform Committee at [uniforms@ctriveracademy.org](mailto:uniforms@ctriveracademy.org)

### **Dress Down Days**

Dress down days for scholars will be held on all ½ day Fridays in weeks where there are fewer than 10 dress code violations. On these days, scholars are not required to wear a top showing the school logo and may wear jeans or patterned pants/skirts/dresses. Pants must be free from worn spots and rips. All rips are forbidden, even those with lining under them. **All other dress code rules apply. Failure to comply will result in a loss of dress down privileges for the rest of the semester.**

## **Dress Code – Faculty**

All faculty are expected to be dressed professionally during the school year and maintain a dress that meets the stated dress code for scholars.

### **Duties**

The following is a list of teacher duties:

**Morning Duty:** Be in the halls no later than 7:15 to greet scholars as they enter your classroom and monitor scholar behavior in the halls.

**FLEX Supervision:** Each educator will supervise a flex or be provided a duty.

**Hall Duty:** Teachers are expected to be monitoring the halls between classes by standing near their door. All educators should encourage scholars to move quickly to class and enforce school policies.

**Professional Meetings:** All teachers are expected to attend faculty, P.P.T and other professional meetings unless specifically excused by the Principal. Teachers should be focused on the meeting at hand. Teachers should not be grading papers, working on other projects, using electronic devices, or taking any other actions that would distract them from the meeting at hand.

**Committees:** Faculty members are encouraged to serve on committees developed by the administration to address school and/or district needs.

**Parent Teacher Conferences:** Frequent parent-teacher conferences are to be encouraged. These may take the form of open-house meetings, course selection meetings, conferences with all or selected teachers of a particular scholar, and individual teacher-parent conferences in person or by phone. When more than one teacher is involved, the meeting should be coordinated through the Guidance office. Meetings are not to be scheduled during class time unless the office feels it is absolutely necessary. Teachers must use good judgment in keeping

the office informed of disputes with parents that are not satisfactorily resolved between the parent and the teacher.

### Morning and Afternoon Bus Duty

Morning Duty is 7:00 to 7:25. Educators are assigned to the rocks to the café twice a week.

Lunch Duty is 25 minutes during 3<sup>rd</sup> block. Educators who have 3<sup>rd</sup> block prep would use 25 minutes to supervise scholars in the café for 25 minutes twice a week.

Afternoon Bus Duty: Educators will walk with scholars to the buses and stay until buses are gone every day after school.

Planning Period: Teachers are allotted 200 minutes of duty free individual plan time per week during the student day. Other time may be used for collaborative meetings between other members of the faculty to improve content and instruction, attend meetings, or other duties as assigned by Administration.

Prep: Every educator will have a prep block each day. It is expected that once the bell rings, educators on preps will take 10 minutes to help get late scholars to their classes before returning to class rooms or meetings.

## **Electronic Devices**

The Connecticut River Academy emphasizes “electronic etiquette” regarding cell phones, music, and electronic devices in school. We want scholars to be engaged in class and other school experiences, not focused on phones or music devices. If not used appropriately for educational purposes, electronic and telecommunication devices can be disruptive to the educational process.

Therefore, scholars may use electronic devices before the school day begins at 7:30, during lunch, and after the regular school day ends at 2:50. Texting/chatting will also be allowed during passing times according to the policy specified in the Scholar/Parent Handbook.

Electronic devices may be used with headphones/earbuds during class time **only with explicit teacher approval** and at a volume inaudible to others.

For safety reasons and to maintain a sense of community, they **MAY NOT** be worn on or in ears during passing or in hallways.

**Teachers are expected to uphold and enforce these policies at all times. Any electronic device or headphones being used in an inappropriate time, place, or manner will be confiscated, tagged, and turned into an administrator.** The return of any confiscated device or headphones will be contingent on serving the consequence assigned by the administrator.

## **Emergency, Fire, Evacuation and Lockdown Procedures**

School safety is an absolute priority. Each teacher is expected to keep the Emergency Operations binder posted in the classroom and be familiar with its contents. Teachers are responsible for scholar safety and must know what to do during all emergencies and practice drills.

### **Emergency Health Care**

If a scholar is in need of emergency medical care:

1. Call Security at x 2853 – they will alert the school nurse and administrators of the emergency so that they can evaluate the situation.
2. If a school nurse is not readily available and the rendering of emergency first aid is necessary, other public school personnel who have completed a course in first aid offered by the American Red Cross, the American Heart Association, or the Department of Health Services may render such emergency first aid to a child. Only trained personnel should move the child in crisis. A person shall not be liable for civil damages for any personal injuries resulting from rendering the emergency first aid unless there is negligence.
3. The nurse or administrator will call for ambulance, attending physician and/or parents/guardians, depending upon the seriousness of the incident.

Only the nurse is authorized to dispense medication (over-the-counter or prescription) to scholars in school. The Principal and Assistant Principal are also authorized in the absence of the school nurse.

### **Fire Drills**

Throughout the year, the school must participate in fire safety drills. Directions for egress of scholars from rooms are posted in each room. In the emergency binder teachers should keep an updated attendance sheet for each class period. Strict supervision of these drills and speed of building evacuation are essential.

# Connecticut River Academy – Emergency Procedures

## 2019-20

### Fire Evacuation

#### PROCEDURES:

Upon hearing the fire alarm sound:

1. Teacher closes doors and windows
2. Lights/computers should be left as they are
3. Teacher takes Emergency Folder, which has been prepared and left by main classroom door (Attendance sheets, red placard, & green placard)
4. Teachers and students exit through the nearest emergency exit. DO NOT use the elevators.
  - o On the second, third, and fourth floors:
    - Classes in the East wing (closest to the highway) should descend using the East Stair and exit through emergency exit at the bottom of the stairs. Follow sidewalk past the front of the school toward Trinity Boat House.
    - Classes in the West wing (closest to the river) should descend using the West Stair and exit through the emergency exit at the bottom of the stairs. Follow sidewalk along the river toward Trinity Boat House.
    - Classes in the North wing (science labs) should descend using the North Stair and exit through the emergency exit at the bottom of the stairs. Follow sidewalk along the river toward Trinity Boat House.
  - o Any individuals with limited mobility should be assisted by their teacher or other adult in their classroom in exiting the building or in getting to an area of refuge – all three enclosed stairwells at CTRA are constructed so as to maintain integrity against fire and smoke. There is an emergency alert button on each floor that must be pressed to notify emergency personnel of the location of the person requiring assistance.
  - o A teacher must stay with any student who must remain in an area of refuge. Teachers who must accompany individuals to area of refuge must arrange for a teacher in an adjacent classroom to supervise their students and take attendance information should be passed to another teacher.
    - Emergency personnel will check during an evacuation.
    - Remain at that location until the All Clear or until assistance arrives.
5. Upon exiting the building classes move to the south side of the building (adjacent to the Trinity boathouse), and assemble on the sidewalk past the fire hydrant.
6. Teachers reassemble classes outside and take immediate attendance.  
**NOTE: During FLEX, passing , or other unassigned times, assemble with your anchor in your designated area.**
7. Teachers with all students accounted for hold up the green placard.
8. Teachers with any students missing holdup the red placard.
9. An administrator will verify attendance and report issues to authorities as necessary.
10. An administrator or security will notify all evacuated individuals when it is safe to return to the building.

**Be prepared to ADAPT as circumstances change.**

## Connecticut River Academy – Emergency Procedures 2019-20

### Lockdown (Inside Threat)

An Inside Threat Lockdown may be called for several reasons, including when there is an *intruder/threat inside the building*. This lockdown may require the occupants of the school to "shelter in place" or move to a designated shelter area

#### PROCEDURES:

1. Someone will announce, "We are now in a lockdown. Once again, we are now in a lockdown."  
**YOU CAN LOCK DOWN THE SCHOOL IN AN EMERGENCY – DIAL #70040**
2. Stop teaching and instruct all to remain silent.
3. Secure the hallway, restrooms, and stairwells by bringing individuals into your classroom.  
Teachers closest to the bathrooms should check the bathrooms and pull any students in the bathrooms into their room.
  - o Room 222 – 2<sup>nd</sup> floor restrooms
  - o Room 305 – 3<sup>rd</sup> floor restrooms
  - o Room 405 – 4<sup>th</sup> floor restrooms
  - o Security – 1<sup>st</sup> floor restrooms
4. Close and lock doors (turn key to right in interior lock), shut lights, cover interior windows with the roll down shades.
5. Inform students they may not use computers or cell phones during the drill.
6. **Instruct everyone to move away from the door and towards an area of the room that offers the most cover (protection) or concealment (hiding).**
7. **Email the principal at [emergency@ctriveracademy.org](mailto:emergency@ctriveracademy.org) with one of the following:**
  - a. All here,
  - b. Missing First-Last Name. Was sent to ... (where. Ex office, bathroom)
  - c. All here plus we have First-Last name from Educator's class.
8. In case of EMERGENCY inside the classroom, call 555 for Security/Main Office or 911.
9. Wait for further instructions from administrators or Director of Security, which will be announced over PA system.
10. Follow directions of identifiable Police officers or Emergency Personnel. If directed to leave the area, leave immediately - leave your belongings, show your hands.
11. The lockdown will end when an administrator, the Director of Security, or Police announce, "All clear - the lockdown is **officially over**."

#### REMEMBER:

- **RUN – HIDE – FIGHT** when there is an intruder in the building.
- **NO ONE** is to leave the classroom under any circumstances.
- **TELEPHONES**, including cell phones, are for emergency use only.
- **STAY** in lockdown until the official "all clear" is given.
- Be prepared to **ADAPT** as circumstances change.

## Connecticut River Academy – Emergency Procedures 2019-20

### Shelter in Place (Outside threat, or Need for Privacy.)

A Shelter-in-Place may be called for:

- **A situation arises that requires occupants of the school to stay in their location in order to protect the privacy of a CTRA community member.**
- ***A threatening individual, or suspicious/ hazardous material outside the school*** may require occupants of the school to stay in their present location (shelter in place) or move to a designated shelter area.

#### PROCEDURES:

1. Administrator or security will announce, "At this time, please remain in your classrooms for Shelter-In-Place." **(REPEAT)**
2. Secure the hallway, restrooms, and stairwells by bringing individuals into your classroom. Teachers closest to the bathrooms should check the bathrooms and pull any students in the bathrooms into their room.
  - o Room 222 – 2<sup>nd</sup> floor restrooms
  - o Room 305 – 3<sup>rd</sup> floor restrooms
  - o Room 405 – 4<sup>th</sup> floor restrooms
  - o Security – 1<sup>st</sup> floor restrooms
3. **Close and lock all classroom** (turn key to right in interior lock) **and office doors** (exterior doors will be locked by security).
4. Any groups outside must come inside immediately. All outside activities cancelled.
5. **Close exterior window shades.**
6. Email a list of students who are missing from your class to the office.
7. Check email for updates or further instructions.
8. **Continue regular classroom activities within the room.**
9. **Educators who do not have classes should check with the office, and help monitor the hallways.**
10. In case of EMERGENCY inside the classroom, call 555 for Security/Main Office or 911.
11. Wait for further instructions from administrators or Director of Security, which will be announced over PA system.
12. Follow directions of identifiable Police officers or Emergency Personnel. If directed to leave the area, leave immediately- leave your belongings, show your hands.
13. The shelter-in-place will end when an administrator, the Director of Security, or Police announce, "All clear - the shelter in place is **officially over.**" **(REPEAT)**

#### REMEMBER:

- **SHELTER IN PLACE** when the threat is outside the building, or there is a medical emergency.
- **No one** is to leave the classroom under any circumstances.
- **Telephones**, including cell phones, are for emergency use only.
- **STAY** in shelter-in-place until the official "all clear" is given.
- Be prepared to **ADAPT** as circumstances change.

## **Field Trips**

Field trips should be designed to help enhance classroom-learning experiences. Please consult the procedures below to ensure that all protocols are met when designing a field trip opportunity.

For the 2019-20 School year, the process is being updated and approved. Updated link : [https://docs.google.com/document/d/1QEw10QNI4aDrkzkks26adDXMKCbppMir\\_y10z2toBt8/edit](https://docs.google.com/document/d/1QEw10QNI4aDrkzkks26adDXMKCbppMir_y10z2toBt8/edit)

### **CTRA Field Trip Checklist**

Note: This is primarily for one-time bus trips with students, and classes with recurring outings. The protocol is done in the beginning of the semester with the planned dates on the permission form.

(There is a separate checklist and procedure for walking trips and boat trips.)

√	Time Line	Item
	ASAP, ideally Dec. previous year	Teacher speaks to administrators about any new field trip plans for curriculum revisions that are pending. This is for preliminary approval.
	ASAP or 5 months prior to the field trip	Submit <a href="#">field trip request form</a> to administrators. Submit a printed copy of your responses to the main office manager. This will allow it to be put on the school event calendar and gives the teacher information on any conflicts.
	ASAP or 4 months prior to the field trip	<ul style="list-style-type: none"> <li>• Call field trip venue for possible dates to schedule a field trip.</li> <li>• Check school calendar for any possible conflicts</li> <li>• Call venue back and make a tentative commitment on a date.</li> <li>• The following is required by our school's insurance company:</li> <li>• Ask venue for an invoice if there is a cost if there is no cost, then ask for a contract/agreement</li> <li>• Ask venue for certificate of insurance (also known as Acord 25) document that               <ul style="list-style-type: none"> <li>• Names Goodwin College, Inc. and Goodwin College Magnet Schools, Inc. as an Additional Insured on a primary and non-contributory basis.</li> <li>• Includes the schools' name and date of visit should also be listed.</li> <li>• <a href="#">Here is a sample of the certificate of insurance</a></li> </ul> </li> <li>• Valid insurance endorsement and waiver of subrogation               <ul style="list-style-type: none"> <li>• <a href="#">Here is a sample of insurance endorsement and waiver of subrogation</a></li> </ul> </li> <li>• All of these insurance forms need to be scanned to <a href="#">Maura Callahan</a> and <a href="#">Amy Rodriguez</a> at Goodwin College two weeks before the field trip</li> </ul>



	3-4 months prior to field trip	<ul style="list-style-type: none"> <li>Teachers schedule transportation and get funds for trip</li> <li>If you plan to use the school's van/buses, then speak to the office manager about the availability and schedule it. If it is not available then funds must be acquired for ordering a bus (see below)</li> <li><a href="#">Use CREC transportation form to request buses</a>; print out request form - you will need the trip number they assign to you.</li> <li>Eventually you will receive an email with a quote for cost. If it is appropriate, then accept the quote to secure the bus</li> <li>Give bus quote to Main Office Manager for billing</li> <li>Create a purchase order with the Main Office Manager for the admissions or cost of the venue; be clear on how the funds will get to the venue (will you carry the check or will it be mailed?)</li> </ul>
	1-2 months prior to field trip	<ul style="list-style-type: none"> <li>Teachers begin notifying CTRA staff who are involved in field trip</li> <li>Notify nurse about the field trip and give her the list of students and general activities students will be expected to perform.</li> <li>For a day trip there needs to be one (1) chaperone for every fifteen (15) scholars, half of which need to be teachers. For an overnight trip there needs to be one (1) chaperone for every ten (10) scholars, half of which need to be teachers. The administrator may at his/her discretion require increased supervision ratios as circumstances warrant.</li> <li>Notify chaperones through email and follow up in person that they are on the field trip and confirm they are available. Set-up meeting date for next month for all chaperones &amp; administrators to learn about the field trip plans and responsibilities</li> <li>Contact special education supervisor about scholar needs &amp; safety plans; Review group lists to determine support needs</li> </ul>
	4 weeks prior to field trip	<ul style="list-style-type: none"> <li>Write Parent Letter &amp; Permission Slip <ul style="list-style-type: none"> <li>Get letter approved by administration</li> <li>Get Spanish translation of the letter for distribution</li> <li>Distribute in classes with the curriculum connections during the following week.</li> <li><a href="#">Sample of parent letter</a> (download it and edit in your info)</li> <li><a href="#">Sample of permission slip</a> (download it and edit in your info)</li> </ul> </li> </ul>
	3 weeks prior to field trip	<ul style="list-style-type: none"> <li>Notify office about coverage for chaperones: See <a href="#">Form &amp; Example</a> <ul style="list-style-type: none"> <li>Chaperones should submit coverage forms to Field Trip point person &amp; they should be submitted with Form</li> </ul> </li> <li>Conduct meeting with those involved in field trip: chaperones, content teachers, instructors, admin, and any outside support or venue people. Provide detailed schedule.</li> <li>For large trips (ex. Hammonasset) - create a mass communication call script for the admin to send out during the following week.</li> <li>Submit Purchase Order for other items (i.e. bottled water) &amp; purchase.</li> <li>Call venue to verify arrival and share schedule</li> </ul>

2 weeks prior to field trip	<ul style="list-style-type: none"> <li>• <b><u>Hard Deadline for permission slips (due to safety concerns)</u></b></li> <li>• Submit final list/roster of participating scholars to Nurse; ask for the medical needs list &amp; inform the chaperones with those students.</li> <li>• Submit final list/roster of participating scholars to Main office manager.</li> <li>• Scan and send roster (alphabetical order by surname), certificate of insurance, permission forms (alphabetical order by surname) to <a href="#">Maura Callahan</a> and <a href="#">Amy Rodriguez</a> at Goodwin College.</li> <li>• Notify cafe of students missing lunch. (lunch count impact)</li> <li>• Notify cafe of lunch order forms by 2 week deadline; include information for charging lunches to scholar accounts</li> <li>• Locate and clean out coolers for lunch transportation</li> <li>• Email all faculty to remind them of field trip w/anticipated roster</li> <li>• Verify the mass communication call was set-up</li> </ul>
1 week prior to field trip	<ul style="list-style-type: none"> <li>• As needed - meet with chaperones for final details, such as list of assigned scholars &amp; individual behavioral/health/safety needs</li> <li>• Verify that coverage for chaperones has been planned</li> <li>• Confirm phone number for administrator on duty during field trip</li> </ul>
Day before field trip	<ul style="list-style-type: none"> <li>• Bring coolers to cafe &amp; verify that lunches will be available for morning pick up</li> </ul>
Day of field trip	<ul style="list-style-type: none"> <li>• Collect medical bag from nurse and any additional information; Distribute medical needs to chaperone for specific students</li> <li>• Pick up lunches in cafe and drop off carried lunches in coolers</li> <li>• Double copies of roster lists are distributed to chaperones. <ul style="list-style-type: none"> <li>• One is used for attendance of the day and handed to lead chaperone who will bring it to the Main office manager before leaving.</li> <li>• NO ADDITIONS TO ROSTER, ONLY DELETE NAMES OF ABSENCES.</li> <li>• The second copy is used for teachers to take frequent attendance during the field trip.</li> </ul> </li> <li>• Bring copies of permission slips with you for parent contact info</li> <li>• Stay in contact with school about return time</li> </ul>

Created June 2019; Last Updated: August 2019

### **Walking and Boat CTRA Field Trip Checklist**

Note: This is primarily for walking and boat trips on and near campus during your class period  
There is a separate checklist and procedure for bus trips to off campus venues

√	Time Line	Item
	Beginning of semester	<ul style="list-style-type: none"> <li>• <a href="#">Send permission slips</a> home with information on days you plan to taking scholars on walks and boat lessons</li> <li>• With permission slips send <a href="#">boat waiver forms</a> if you intend to have any boat lessons this year.</li> </ul>
	2 weeks prior to walking and boat trip	<ul style="list-style-type: none"> <li>• Submit final list/roster of participating scholars (in alphabetical order by surname) to Nurse; ask for the medical needs list &amp; inform the chaperones with those students.</li> <li>• Submit final list of participating scholars to office manager (in alphabetical order by surname)</li> <li>• Scan and send roster, permission forms to <a href="#">Maura Callahan</a> and <a href="#">Amy Rodriguez</a> at Goodwin College.</li> </ul>
	Day of field trip	<ul style="list-style-type: none"> <li>• Collect medical bag from nurse and any additional information;</li> <li>• Double copies of roster lists;</li> <li>• Give one copy of roster to the office before leaving. NO ADDITIONS TO ROSTER, ONLY DELETE ABSENCES.</li> <li>• The second copy is used for frequent attendance during the field trip.</li> <li>• Bring copies of permission slips with you for parent contact info</li> <li>• Stay in contact with school about return time</li> <li>• </li> </ul>

## **Grading Policy**

Grades in each course will be calculated based on either 100% of the final and interim summative assessment categories or a combination of final and interim summative assessment (90%) and practice categories (10%) (e.g., homework and classwork).

No grade lower than 50% will be calculated into the quarter grade. Assignments that are not completed will be calculated as 50 in the final quarter grade.

**During the quarter, communication about progress is imperative.**

Educators MUST:

- immediately enter “M” for missing work

- establish an open relationship with the scholar, parent/guardian and Advisor about the scholar's progress
- collaborate with scholar's Advisor
- **UPDATE GRADEBOOK WEEKLY AT A MINIMUM**

## **Late Work, Make-Up Work, Re-dos, and Re-takes**

### **Late work:**

In order for a scholar to pass each quarter, all unit summative assessments for that quarter must be submitted. If any unit summative assessments are not submitted, the scholar will earn a 50 for the quarter. The school may determine certain critical assessments that are a requirement for successful completion of the course.

Educators must provide the opportunity for scholars to submit late work within the quarter. Educators will monitor progress and set specific deadlines for assignments. When a scholar does not meet an assignment deadline, the scholar must complete a request for extended time and submit it in place of the assignment.

1. If the scholar submits a completed request for extended time form in place of the assignment, the educator will accept the work if all conditions have been met.
2. If the scholar does not submit a request for late work form by the deadline, late work can only be accepted at the completion of a Friday Restorative Session that takes place on early Release Fridays from 11:45 to 2:45. The following are the dates of Restorative Sessions.
  - o 9/27
  - o 10/25                      Last Session before end of Quarter
  - o 12/13
  - o 1/10                        Last Session before end of Quarter
  - o 2/28
  - o 3/20                        Last Session before end of Quarter
  - o 5/1
  - o 6/4 \*                      Last Session before end of Quarter

\* (Depending on snow days)

Additionally, the educator must call parents and inform them of the missing assignment, the impact on the quarter grade, and the opportunity for the Friday restorative session.

3. All late work must be submitted at least 1 week before the end of the quarter to be counted in the quarter's grade.

### **Re-Do and Retakes**

Opportunities for scholars to re-do assessments and to retake tests occur at teacher discretion. When these opportunities are provided, the following parameters must be adhered to:

1. Re-do or retake on a major assessment must be accompanied by a form that includes how and when new learning or re-learning will take place, a timeline for the re-do or submission of late or unsatisfactory work, and a deadline for the re-do or retake. A parent may be required to sign this form. The original version of the assignment should be submitted with the re-do or retake.
2. Portions of an assessment that have already been completed in a satisfactory manner do not need to be done again.
3. Grades may not be averaged. The grade that best reflects scholar mastery of the material is the grade that counts. In most instances this will be the grade on the re-do or retake. The grade for late work should be based on the quality of the work, not on the date of submission.
4. All scholars, even those who received acceptable grades, must be included in any opportunities the educator provides for scholars to improve their work.

Regardless of whether a retake or re-do or submission of late work is allowed, a pattern of missing or poorly done work obligates the educator to speak first to the scholar, then to the scholar's parent or guardian, and finally to the scholar's guidance counselor.

**At mid-quarter (progress reports), educators must:**

- Collaborate with a scholar's Advisor
- Contact a parent/guardian regarding a scholar's status below a 70
- Write a log entry in PowerSchool to document contact
- Effectively communicate the scholar's progress through 1 – 2 comments

**At mid-quarter (progress reports), Advisors must:**

- Contact any parent/guardian whose scholar is in danger of failing or failing any class
- Write a log entry in PowerSchool to document contact
- Collaborate with scholar's educators

## **Grade Reporting System**

All grades will be tracked using the PowerSchool online portal.

Academic transcripts will utilize the following grading system:

Grade Percentage	Letter Grade	GPA
97-100	A+	4.333
93-96	A	4
90-92	A-	3.667
87-89	B+	3.333
83-86	B	3
80-82	B-	2.667
77-79	C+	2.333
73-76	C	2
70-72	C-	1.667
67-69	D+	1.333
63-66	D	1
60-62	D-	0.667
50-59	F	0

### **PowerSchool**

Parents and scholars are strongly encouraged to monitor academic progress. Parents and scholars are able to monitor academic progress by logging onto the PowerSchool site at <https://powerschool.learn.k12.ct.us/public/home.html> and entering your user name and password. The school will provide this information in a letter home during the first quarter.

### **Guest Teachers/Substitute**

In the event that the teacher is ill and will require a substitute, the following steps must be followed:

1. Log you absence with Kelly Services as soon as possible at

[www.kellyeducationalstaffing.com](http://www.kellyeducationalstaffing.com)

2. Email lesson plans and nature of absence before 6 AM to

JT Foster at [JTFoster@CTRiveracademy.org](mailto:JTFoster@CTRiveracademy.org)

Serena Seepersaud at [SSeepersaud@CTRiveracademy.org](mailto:SSeepersaud@CTRiveracademy.org)

Shawnta Mitchell at [SMithcell@CTRiveracadamey.org](mailto:SMithcell@CTRiveracadamey.org)

Tara Amatrudo at [TAmtrudo@CTRiveracademy.org](mailto:TAmtrudo@CTRiveracademy.org)

Your Department IF.

After 6:30, complete the steps above, and call JT at 860.460.3009

If you know ahead of time that you will be absent, coordinate with the office manager to complete all required LEARN paperwork.

Each teacher must create a Google Classroom account and post work for the day to the site. The purpose is to assist a substitute in managing scholar behavior and effectively executing your plans. In addition, there should be some backup activities for the Substitute Teacher to use should the person have additional time to fill or if your plans are not available. **This information must be given to the Assistant Principal and Instructional Facilitator by September 17, 2020.**

**The Guest Teacher folder MUST be kept in your room for easy reference.** Please update it each quarter. Inform the Office Manager as to the location of your Substitute Folder. If you have questions about the folder or setting it up, please see the Assistant Principal. Each

teacher is to provide the following in a substitute folder to the Main Office by the end of the first full week of each semester:

1. Attendance Information (<https://powerschool.learn.k12.ct.us/subs/home.html>)  
Password CTRA
  - a. Attendance procedure
  - b. Attendance list
2. Schedules
  - a. Weekly
  - b. Lunch time
  - c. Assigned duties with explanations
3. Lesson plans specifically for substitute for each period
4. Textbooks, copies, etc. for each lesson
5. Class list and seating charts
6. Classroom policies and procedures
7. Special instructions regarding individual scholars.

### **Homework/Practice**

The purpose of homework is the practice of essential skills and as such is an integral part of the learning process at CTRA. Teachers at CTRA are expected to utilize homework to provide adequate opportunities for scholars to strengthen basic skills, extend classroom and experiential learning, and to reinforce independent study skills while developing initiative, responsibility, and self-direction of the learner. Scholars are expected to complete all homework and hand it in on time. Homework is subject to all requirements of the CTRA grading policy.

### **Illegal Activity**

In addition to scholar behavior prohibited by school rules and regulations contained in school handbooks, all activity that is illegal in the community-at-large and in the State of Connecticut is also illegal and prohibited at Connecticut River Academy. No illegal activity should go unaddressed by school staff.

### **Keys**

Keys to the classroom doors, and supply cabinets are issued to teachers annually in the Main Office. Faculty members will be asked to return the keys at the close of the school year. Faculty members are responsible for the proper use of keys.

## **Leaving School**

Faculty who leave the school premises during the school day are required to get administrative authorization prior to leaving and sign out in the main office.

## **LEARN RESC**

LEARN and Goodwin College are active partners in the sponsorship of the Connecticut River Academy.

In accordance with state magnet school regulations, various agreements, and the school operations plan, LEARN Regional Educational Service Center is the Local Education Agency (LEA and school district) operating the Connecticut River Academy. All CTRA faculty members are employees of LEARN and subject to the contents of the LEARN Employee Handbook.

## **Mailboxes**

Every teacher has a **mailbox in the Collaboration Room**. Teachers are required to check their mailboxes twice a day, once prior to 1<sup>st</sup> block, and again before leaving school at the end of the day.

Teachers are expected to use the E-Mail system and check their email mailbox **three times daily**, morning, noon and night.

Teachers are also expected to set up their phone mailbox by the first day of school, and check it twice a day.

## **Money**

Money should never be left in the teacher's desk or classroom. Please bring all collected monies to the Office Manager in an envelope with your name and room number on it. It will be placed into the safe immediately or counted as received and properly documented in the school Activities Fund. Please take care to lock away personal valuables.

## **Google Classroom – Teacher Website**

All teachers are expected to maintain a Google Classroom page. This page should include information related to each academic class that is taught by the teacher and should **at minimum** include the following:

1. Teacher contact information



2. Upload any paper documents given to scholars (i.e. worksheets, problem sets); this is to help scholars that may lose documents
3. Post any important dates (i.e. due dates, assessment dates, etc.); this is to help scholars stay organized, write down important dates in their agenda, etc.
4. Learning/lesson goals may be posted for each class.

Teachers are also encouraged to use other features of Moodle including:

- The use of discussion boards, wikis, chats, etc.
- The collection of work
- Online testing

Teachers wishing to link from Google classroom to other educational networking sites (Turnitin.com, etc.) may do so. These pages should follow the same expectations as for Google Classroom pages.

## **Professional Development/CEUs**

Teachers are strongly encouraged to seek out and attend professional development opportunities. Please follow the protocol in the *Attendance Policies and Protocols for Teachers* to sign up for one of these learning experiences.

Teachers are strongly encouraged to keep a folder of all relevant CEUs they have earned from attending professional development workshops as this record might be called upon by the state to verify appropriate professional growth over a career.

## **Project Center**

### **Purpose of Space**

The CTRA Project Center offers a space for collaboration and support to "ensure that students are effective users and producers of information and ideas" through differentiation, "reading advocacy," and "equitable access" to resources.<sup>1</sup>

CTRA's values and school-wide rules apply to the Project Center. Additionally, the following expectations will ensure a positive learning environment in the Project Center:

- Focus on academic tasks
- Work individually or in teams of 2, 3 or 4 members
- Work or read silently in the Quiet Study
- Use personal devices discreetly and at a minimum
- Avoid lounging on furniture
  - Create a respectful and welcoming environment
- Maintain a neat and organized work space
- Be mindful of noise level
- Seek opportunities to ask questions or help others
- Be on-time to class when exiting

### Hours

The CTRA Project Center is open at 7:15 AM each school day. Scholars may use the Project Center after-school from 3 to 4:15 Monday through Thursday. There are no extended Project Center hours on early-dismissal school days.

The Project Center is open to scholars during Flex for academic support. Scholars must scan their ID/check-in to enter the Project Center.

### Enrichment & Support

Workrooms in the Project Center can be reserved by both educators and scholars. Scholars must email [projectcenter@ctriveracademy.org](mailto:projectcenter@ctriveracademy.org) with requests that explain the date and time, the purpose for using the space, and the names of up to three additional scholars (if collaborating). Scholar requests made the day of a meeting may not receive an immediate response; one days notice is suggested. Educators must call ext. 2206 to discuss the availability and purpose of a scholar(s) utilizing any Project Center space during class time.

Room reservations for the Project Center, Lab Room 200, the Quiet Study Room, and Work Room 204 may be viewed on the Project Center webpage. Educators can reserve the above rooms by creating school Gmail calendar events.

We encourage scholars to work with educators and administration to plan events that align with our school's vision and values; the Project Center welcomes the use of its space for this purpose. The CTRA facility/event request form must be filled out for larger events.

### Accessing Resources

Families, scholars, and educators may search the CTRA Destiny library catalog by visiting the Project Center webpage and/or <https://ctra.follettdestiny.com>. Materials (up to five at a time) are typically loaned out for two-week periods; there is a self-scan out station by the Project Center entrance. Scholars and families will be notified of late or lost material fees. Materials can be renewed through scholar or educator personal Destiny accounts. Materials may be returned to the return shelf by the Project Center entrance.

Scholars who are dual-enrolled in Goodwin courses will locate and borrow most college books from the Project Center. Dual-enrolled scholars are responsible for returning Goodwin course materials at the end of each Goodwin course. New Goodwin books may not be obtained until previous Goodwin course books have been returned.

### Seeking Technology Help

Scholars may visit the Technology Help desk in the Project Center from 7:15 to 7:40 AM, during lunch/Flex, and from 2:45 to 3:15 PM. Any technology concerns during class should be brought to an educator's attention and Technology Support will be contacted as necessary. Scholars are not permitted to visit the Technology Help desk during class time (unless requested by Technology or Project Center support).

<sup>1</sup> Washington Library Media Association <<http://www.wla.org/wlma-home>>

## **Purchasing Materials / Purchase Order Process**

It is understood that materials ordered would enhance classroom instruction and enrich scholar-learning opportunities. All purchase orders are subject to administrative approval. Please use the following protocol when ordering/purchasing school materials:

1. Departments review courses and determine needs for instructional materials.
2. Check vendors catalog or on line for items you would like to purchase.
3. If on line, add the items you'd like to your cart and print out for back up. If on the catalog - fill out the order form with the item, item number and quantity.
4. Bring the print out/order form of the items you'd like to order to Nicole or leave in her mailbox for processing. Be sure to write your name on the top of the print out/form.
5. Once the order is received it will be sent to your room for you to check the items and verify that all has been received.
6. You need to date and sign the packing slip to verify all was received. If items are still missing or pending you can note that on the packing slip and let Nicole know. ***Please return the packing slip to Nicole for payment processing ASAP.***

### **Report Cards / Grades**

All teachers are expected to keep an up to date grade book. Teachers should back-up all grades entered into PowerSchool by printing them out. Teachers are expected to update grades in PowerSchool at least once a week.

Teachers are expected to enter appropriate comments for each scholar in each class for progress reports and report cards. Teachers are expected to have grades updated and comments completed by 11:59pm of the dates assigned below, as the system uploads at midnight.

Teachers are expected to contact the parents of any scholars when a grade drops below 70, and again prior to quarter grade report cards being mailed out. These calls should be documented in your phone log.

**End of Quarter Dates 2019-20**

**(July 2019)**

	Mid Q Ends	Mid Q Grades due in PS**	Quarter Ends	Q Grades due in PS**	Grade Verifications Distributed	Grade Verifications DUE/Grades Stored	Q Grades Mailed to Parents
<b>Q 1</b>	<b>9/30</b>	<b>10/2</b>	<b>11/1</b>	<b>11/6</b>	<b>11/7</b>	<b>11/8</b>	<b>11/13</b>
<b>Q 2</b>	<b>12/9</b>	<b>12/11</b>	<b>1/21</b>	<b>1/23</b>	<b>1/24</b>	<b>1/24</b>	<b>1/29</b>
<b>Q 3</b>	<b>2/25</b>	<b>2/27</b>	<b>3/30</b>	<b>4/1</b>	<b>4/2</b>	<b>4/3</b>	<b>4/8</b>
<b>Q 4</b>	<b>5/7</b>	<b>5/11</b>	<b>6/10</b>	<b>6/10</b>	<b>6/10</b>	<b>6/10</b>	<b>6/10</b>

**\*\* You must have in PowerSchool by midnight, as this is when the system uploads.**

S1 (8/28- 1/21)		S2 (1/22- 6/10)	
<u># of days in each Q:</u>			
Q1 - 46 (8/28- 11/1)	Q2 - 44 (11/4- 1/21)	Q3 - 45 (1/22- 3/30)	Q4 - 45 (3/31 - 6/10)

## **Safe and Supportive School Climate**

All faculty members are responsible for promoting a climate that is emotionally and physically safe for scholars to learn and develop, and to address issues that undermine that climate immediately. See the Parent-Scholar Handbook regarding “zero tolerance” behaviors as well as safety and accident prevention.

## **School Counseling Office**

School Counseling services are a resource for the school community. The main purpose of guidance services is to provide a systematic, professional process to help scholars increase

their understanding of themselves, their aptitude, interests, and potential so that they may relate realistically to the challenges of a changing world.

A school counselor is available to discuss academic, personal or social problems and to help scholars discuss career options and plan academic programs.

Freshmen and Sophomore Counselor	Ms. Nicole Magnano
Junior Counselor	Ms. Ashley Routhier
Senior Counselor	Mr. James Foran

### **Academic Records**

All academic records are kept in the Counseling Office. A signed release form from parents /guardians /majority age scholars must accompany any request to transfer scholar records.

### **New Registration and Orientation -**

All new scholars are registered through the guidance department.

### **Appointments -**

Scholars are welcomed and encouraged to meet with their Guidance Counselor for assistance and support. **An appointment** will be arranged upon request. Discussion content with the counselor is strictly confidential, unless the staff member is required by mandatory reporting law to share information with appropriate faculty.

## **School Policies and Procedures**

All faculty members at the Connecticut River Academy are expected to be familiar with, and adhere to, the policies and procedures contained in three LEARN and CTRA publications:

- Parent-Scholar Handbook
- Faculty Handbook
- LEARN Employee Handbook

To avoid needless repetition, much of the school information that faculty needs to know is contained in the Parent-Scholar Handbook. Faculty should read it carefully to be clear about what has been communicated to scholars have been told.

## **School Beliefs**

All members of the faculty are expected to work continuously to advance the school vision, mission, and shared values and beliefs of the Connecticut River Academy. Each member of the faculty is expected to model and promote these values.

### **Mission**

The mission of the Connecticut River Academy is to:

1. Prepare its diverse student body for further educational opportunities, including the possible pursuit of careers in environmental or other sciences;
2. Break down racial, ethnic, economic, gender, and other social and academic barriers; and
3. Help its students to become well rounded, scientifically literate, and responsible 21<sup>st</sup> century citizens

### **Vision**

Connecticut River Academy graduates will use their gifts to contribute to a just and sustainable world.

### **Core Values and Beliefs**

Awareness – Diversity - Action

### **Magnet Standards**

**CTRA Scholars will contribute to a just and sustainable world by:**

**Magnet Standard 1: demonstrating self- and global awareness.**

- Using self-reflection to identify personal values, interests, strengths and challenges
- Making plans and using strategies and resources to contribute to personal well-being, to the well-being of others and to well-being of the environment.
- Increasing global awareness to improve the efficacy and wisdom of decisions
- Using Habits of Mind and the design process to make choices that positively impact our future.

**Magnet Standard 2: demonstrating a respect for the importance of diversity in the community of life.**

- Communicating an understanding of how diversity impacts our physical, social, and cultural environments
- Seeking diverse, innovative ideas and relationships
- Making collaborative and informed decisions

**Magnet Standard 3: demonstrating the impact of individual and social actions and decisions on the community of life.**

- Communicating an understanding of how choices affect environments
- Acting individually and collectively to positively affect our environments and increase community ownership for learning
- Employing innovative manufacturing methods and technologies that improve the conditions of life.

## **Scholar Passes**

At CTRA we value every moment of instructional time as well as the safety of our scholars. For these reasons we seek to both limit the time scholars are out of the classroom and make sure that we have an accurate account of where scholars are at all times. To help assist in this, we adhere to the following process:

- Each teacher will be provided one hall pass for scholars to sign out.
- Any scholar needing to use the restroom or get a drink must obtain teacher approval, record destination and time out on the classroom sign-out sheet, and take the designated pass.
- Upon re-entering the classroom, scholars must also record the time of their return. Scholars are reminded that this time out of class must be kept as brief as possible.
- Scholars needing to see the school nurse or to go to a school office should ask the teacher for a pass specifically for that purpose and an official Nurse/Office Pass will be granted as appropriate.
- Scholars found to be abusing pass privileges in any way will meet with the Assistant Principal and may be placed on pass restriction for a designated period of time.
- We strongly encourage scholars to use the restrooms during passing time and lunch, which **do not** require the use of the sign out system.

If a teacher detains a scholar after the bell rings, it is their responsibility to provide the scholar with a pass to their next class.

## **Scholar Records**

A scholar's school records are confidential and are protected by law from unauthorized inspection or use. By law, both parents, whether married, separated, or divorced, have access to the records of a scholar 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.

The Principal is custodian of all records for currently enrolled scholars at the assigned school. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

## **Staff Parking**

Staff may park on the first and second floors of the CTRA parking garage. There are no assigned parking spaces, but it is required that you register your vehicle with CTRA security and keep a parking permit visible in your windshield. Park inside the garage during school hours.

## **Staff Meetings**

Staff meetings will occur on identified early-release days and on an as needed basis after school, with a maximum of 5 meetings in a month. The focus of the faculty meetings will rotate between topics that are critical for faculty professional development and problem solving. Afterschool meetings will begin promptly at 3:30 and last 60-90 minutes. Teachers are expected to not schedule meetings or appointments during scheduled professional development.

## **Teacher Evaluation**

The purpose of educator evaluation is to improve and support high levels of achievement for all scholars by supporting and strengthening teacher and director performance and practice.

The LEARN evaluation program is based on the following principles:

1. Focus on scholar learning
1. Multiple measures of performance data
2. Evaluation outcomes with significance
3. Support, professional development, and regular feedback

Please take the time to review the LEARN Educator Development and Performance Plan.

### **Primary Evaluator Assignments 2019-2020**

\* = in year 1 or 2 with LEARN

<b>Evaluator: Tara Amatrudo 21 certified (6 new), 2 non-certified</b>	<b>Evaluator: JT Foster 20 certified (5 new), 5 non-certified</b>
Math Michelle Pac Thomas Sullivan Mike Forsyth * Erin Selavka * Kathleen Bergman *Catherine Sadlek	English Cara Burkamp Jen Angle Adam King Travis Meyer *Melissa Ewing *Joelle Budzinsky *Carissa Olmo



<p>School Counselors</p> <p>Jim Foran Ashley Routhier Gina Juliano * Nicole Magnano</p>	<p>Science</p> <p>Bob Lawson Amanda Malinowsky Tanya Bynoe Jason Borger *Tyler Clouthier *Xiaoxiao Cao</p>
<p>Social Studies</p> <p>Neal Benson Tony Roy Kelly Lange Brynna Perrault *Julia Eldridge *Sean Ring</p>	<p>SPAM</p> <p>Nate Moses Jeff Scott Jason Bernard Gayle Young Angelic Sirois Lisandra Rosario Ruth Guancha</p>
<p>Other certified</p> <p>Wendy Gavin Michele Saulis Heather Jacobi Windy Petersen Karen Lapuk</p>	<p>Other non-cert</p> <p>Kevin Richardson Kiley Testa John Carter Serena Seepersaud Marilyn Meyer</p>
<p>Other non-cert</p> <p>Shawnta Mitchell Maria Cuadros</p>	
<p><b>Evaluator: Windy Petersen</b></p>	<p><b>Evaluator: Matt Dadona</b></p>

<p>Student Support Services</p> <p>*Alicia Klauer *Tara Smith *Laurie Dowdell Brittany Grant Donna Murphy</p> <p>Elizabeth Diaz (Systems manager)</p> <p>Vanessa Leone (SSS) Elizabeth Barlow (SSS) Afrika Lyons (SSS)</p>	<p>Technology</p> <p>*Jim Stone Jay Cole Jenn Rainey</p>
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### **Video/Media Use**

Videos must be rated G, PG or PG-13. R-rated videos require administrative approval and a parental consent form.

### **Voicemail**

All staff must check their voicemails at least once a day. Staff must respond to all phone calls within 24 hours.

### **Workday**

All teachers shall arrive by 7:00am and shall remain at work at until end of the teacher workday at 3:15pm.

LEARNSOLICITING FUNDS FROM AND BY STUDENTS

LEARN Program \_\_\_\_\_ Date \_\_\_\_\_

Program Contact Person \_\_\_\_\_

Activity \_\_\_\_\_

Is this fund raising in connection with a school-sponsored project? \_\_\_\_\_

Is there educational or financial benefits which will accrue to the school and/or student, either directly or indirectly, from this activity? \_\_\_\_ Please explain \_\_\_\_\_

Please explain the mechanics or procedures of the fund-raising \_\_\_\_\_

Date of fund-raising activity \_\_\_\_\_

Is a town application for fund raising required? \_\_\_\_\_

If yes, please attach a copy of the application.

Fund raising target \$ \_\_\_\_\_

\_\_\_\_\_  
Program Director's Approval Date\_\_\_\_\_  
Executive Director's Approval Date

Board of Director's Approval Date: \_\_\_\_\_

Board approval required if direct solicitation of funds by outside organizations from students.

3/14/96

For more information about the LEARN policy and procedures, please refer to the LEARN Employee Handbook at <http://www.learn.k12.ct.us/>