



**Connecticut
River Academy**
at Goodwin University

Scholar and Family Handbook

2022-2023

CTRA High School

9 Riverside Drive
East Hartford, CT 06118
Phone: 860-913-2200
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CTRA Middle Grades

167 & 195 Riverside Dr
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Phone: 860 -929-3020
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Connecticut River Academy at Goodwin University is owned and operated by Goodwin University and administered by LEARN. The Family and Scholar Handbook may be amended from time to time, and LEARN reserves the right to revise its policies in accordance with the law.

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Connecticut River Academy

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East Hartford, CT 06118

Phone: (860) 913-2200

Fax: (860) 216-9641

www.goodwin.edu/magnetschools/

LEARN

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Goodwin University

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Principal: Mr. JT Foster jtfoster@goodwinmagnetsystem.org

Assistant Principal: Ms. Windy Petersen wpetersen@goodwinmagnetsystem.org

Middle School Director: Ms. Sheri Tanner stanner@goodwinmagnetsystem.org

Special Education Supervisor: Ms. Naomi Neimann nneimann@goodwinmagnetsystem.org

Early College Magnet Theme Coach: Mrs. Wendy Gavin wgavin@goodwinmagnetsystem.org

Non-Discrimination Notice

LEARN and the CT River Academy are committed to a policy of equal opportunity/affirmative action for all qualified persons. LEARN does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, gender identity or expression or any other basis prohibited by Connecticut state and/or federal laws and provides equal access to designated youth groups.

The Connecticut River Academy does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

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

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

The following individuals are coordinators for Title II (disabilities), Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabilities):

<p>Compliance Coordinator for Title II and IX: Dr. Ryan Donlon/Associate Executive Director LEARN 44 Hatchedts Hill Rd Old Lyme, CT 06371 860-434-4800</p>	<p>Compliance Coordinator for Title VI and Section 504: Dr. Ryan Donlon or Carole Glenn LEARN 44 Hatchedts Hill Rd Old Lyme, CT 06371 860-434-4800</p>
<p>Commission on Human Rights and Opportunities 21 Grand Street Hartford, CT 06106 Phone: (860) 541-3400</p>	<p>Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont Office of Civil Rights-Boston Office US Department of Education, 8th floor 5 Post Office Square Boston, MA Phone: (617) 289-0111</p>

LEARN Board Policies including those listed below can be found on the LEARN website http://www.learn.k12.ct.us/about_us/board_of_directors/policies_procedures

MISSION STATEMENT OF DISTRICT AND SCHOOL

Mission

The mission of the Connecticut River Academy is to:

1. Prepare its diverse scholar 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 scholars to become well rounded, scientifically literate, and responsible 21st 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

Six Beliefs about Learning

- Relationships are foundational to learning.
- Cooperative learning leads to increased cognitive engagement.
- All scholars can learn the Habits of Mind necessary to support success.
- All scholars can achieve at high levels.
- Learning happens best within a relevant context.
- Everyone in the community has ownership for learning.

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, resources, and innovative technologies and ideas to contribute to the well-being of self, others, and the environment.
- Increasing global awareness to improve the efficacy and sustainability of decisions.
- Using Habits of Mind and the design process to make choices that will positively affect our future.

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

- Communicating an understanding of how diversity affects our physical, social, economic, 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.

EQUAL OPPORTUNITY and NON-DISCRIMINATION

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

LEARN's Deputy Executive Director is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

EQUALITY OF OPPORTUNITY STATEMENT

District schools recognize and accept the need to prepare scholars to live and work productively in an increasingly diverse society. This is an integral part of the school system's commitment to offer an educational program of excellence, which includes teaching scholars awareness and understanding of the diverse cultures and heritages that form our society.

The school will not tolerate scholar behavior which insults, degrades or stereotypes any race, religion, gender, sexual orientation, disability, physical or mental condition or ethnic group.

ADVANCED PLACEMENT/DUAL CREDIT COURSES

The Dual Credit program at Connecticut River Academy allows high school scholars to earn high school and college credits simultaneously. Through dual credit agreement, Goodwin University and

Connecticut River Academy have selected courses that meet both high school and college learning objectives. Depending upon the course, these classes may be offered on the Goodwin University campus or the Connecticut River Academy campus and taught by either a Goodwin professor or CTRA teacher. After completion of dual credit classes, scholars may request a Goodwin University transcript showing those courses for which they have been awarded college credit.

To enroll in these classes, the following must occur:

- The completion of a Goodwin University application
- Registration for the course through Goodwin University
- Attend a scholar orientation
- The parent or guardian of the scholar must attend a Goodwin University/Connecticut River Academy Dual Credit Parents' Night.

A scholar is eligible to enroll in dual credit courses if he/she meets one or all of the following requirements (Please refer to the Program of Studies for the specific requirements of each course):

- The scholar is in the eleventh or twelfth grade.
- The scholar has taken English 099 and received an 85 or better in the course.
- The scholar has demonstrated outstanding academic performance and capability as evidenced by a grade point average of 3.0.
- The scholar meets all of the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc).
- The scholar has shown consistent adherence to behavioral and attendance expectations.

Once a scholar qualifies for the dual-enrollment program, he or she must continue to follow the expectations set forth.

1. Scholars are to follow all policies set by the high school and the college.
2. All scholars attending Goodwin University classes are required to comply with CTRA's attendance policy.

3. Scholars whose Goodwin day begins after 7:45 or ends before 3:00 may request to arrive late or leave campus early with signed parental permission. Scholars without this express prior permission may not leave campus during the day.
4. College instructors are not required to notify parents/guardians or CTRA when a scholar is not attending class or failing. It is up to the scholar to communicate academic standing to his/her parent or guardian.
5. All dually enrolled scholars are expected to attend all courses and participate fully in all course activities, including labs and field trips. These courses will be with the general college scholar population in an adult learning environment, and course content will not be censored.
6. If you have any questions, please contact Wendy Gavin, Early College Theme Coach at 860-913-2200 or wgavin@goodwinmagnetsystem.org.

AGE OF MAJORITY

In all school matters requiring the approval or presence of a parent or guardian, the eighteen-year old scholar will be allowed to represent him/herself and sign all appropriate forms under his/her responsibility. However, the school reserves the right to contact parents regarding scholar issues. These include, but are not limited to, school attendance, school withdrawals, permission for psychological or academic testing, early dismissals, changes in courses, representation at PPTs, appeals, hearings, and access to or release of records.

AMERICAN WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities.

It is the intent of the District to provide a free and appropriate public education to each Section 504/ADA qualified and eligible scholar with a disability within its jurisdiction, as defined in 28 CFR, Parts 35 and 36, of the Amendments to Americans with Disabilities Act, Title II and Title III.

Section 504 prohibits discrimination against persons with disabilities (both scholars and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity after enrollment, may also take a screening exam.

All individuals who have a disability are protected under Section 504. However, individuals who have been determined to have a disability under Section 504 may not be considered disabled under IDEA. IDEA, which can be viewed as a subcategory of Section 504, provides for special programming or placement, while Section 504 protects the rights of individuals with handicaps. Under IDEA, scholars are qualified for services under 13 IDEA disabling conditions; specially designed individual education programs are planned for each scholar by Individualized Education Program (IEP) teams. Under Section 504, scholars with “handicaps” are entitled to special accommodations to ensure that they can participate in and benefit from public education and programs, and a 504 accommodation plan is designed for each scholar according to individual needs.

Section 504 is not an aspect of special education, but is, rather, a responsibility of the comprehensive general public education system. Unlike an eligibility system based on clinic categories of disabilities, Section 504 works on a more functional premise. Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

1. has a physical or mental impairment which substantially limits one or more of such person’s major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment

While Section 504 provides a means for preventing discrimination against scholars with disabilities, this does not mean that 504 plans must focus on the disabling condition or on addressing the disability directly. Rather, 504 plans offer a means for focusing on scholars’ strengths, for capitalizing on what scholars bring to the instruction process - not on what they lack.

Students with disabilities, pursuant to Section 504 and/or ADA will be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplemented verbal instructions with visual instructions; adjusting class schedules, modifying test delivery; computer-assisted instructions; using modified textbooks and tailoring homework assignments.

Should you have any questions regarding Section 504, please call either your child's school principal.

Any eligible person, including any scholar, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator (name) within 30 days of the alleged occurrence.

ANTI-RACISM

The District rejects all forms of racism as destructive to the mission, vision, values and goals of this school system. All forms of racism must be eliminated from the District. Children must find school a safe and welcoming place, where they are able to achieve success, irrespective of their racial or ethnic background. Racism will not be tolerated in any form. The goal is to enable all scholars to thrive in a socially cohesive community within a positive, multi-cultural society.

ATTENDANCE

Policies will be provided in the coming weeks after LEARN revisions and approvals are completed.

AUTOMATED PHONE MESSAGING SYSTEMS

The Goodwin Magnet School System uses the following automated messaging systems; School Messenger and Talking Points. These give the school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community, or they can tailor transmissions to smaller groups, when needed. Such calls are permitted without prior consent if limited to notice of emergency items, such as weather-related closures, issues of scholar safety and health, and threats of imminent danger. Parental consent will be sought when the messaging system will be used for other informational items.

BULLYING

LEARN is dedicated to promoting and maintaining a positive learning environment where all scholars are welcomed, supported, and feel socially, emotionally, intellectually and physically safe in school.

Bullying is prohibited on school grounds, at school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned,

leased, or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased, or used by the local or regional board of education.

Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the scholar against whom such bullying was directed, (ii) infringes on the rights of the scholar against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

Any form of discrimination and retaliation against an individual who report or assists in the investigation of an act of bullying is strictly prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the LEARN policies on scholar discipline, suspension and expulsion, and consistent with state and federal law.

For the purposes of this policy “Bullying” is defined as the repeated use by one or more scholars of a written oral or electronic communication, such as cyberbullying, directed at or referring to another scholar attending school in the same school district or a physical act or gesture by one or more scholars relatedly directed at another scholar attending school in the same school district that:

- Causes physical or emotional harm to such scholar or damage to such scholar’s property,
- Place such scholar in reasonable fear of harm to himself or herself, or of damage to his or her property,
- Creates a hostile environment at school for such scholar,
- Infringes on the rights of such scholar at school ,or
- Substantially disrupts the education process or the orderly operation of a school

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity of expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability , or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For the purposes of this policy, “Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications. In addition, for the purposes of this policy “Teen dating

valence” means any act of physical, emotional or sexual abuse including stalking, harassing and threatening that occurs between two scholars who are currently in or have recently been in a dating relationship.

As part of this policy, LEARN shall develop and implement a Safe School Climate Plan to address the existence of bullying and teen dating violence in its schools. The district’s Safe School Climate Plan consists of this policy as well as the administrative regulations developed by the Executive Director to implement this policy. Such plan shall:

- 1.) Enable scholars to anonymously report acts of bullying or teen dating violence to school employees and require scholars and parents or guardians of scholars to be notified annually of the process by which scholars may make such reports;
- 2.) Enable the parents or guardians of scholars to file written reports of suspected bullying or teen dating violence;
- 3.) Require school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 4.) Require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 5.) Require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6.) Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- 7.) Provide for the inclusion of language in scholar codes of conduct concerning bullying;
- 8.) Require each school to notify the parents or guardians of scholars who commit any verified acts of bullying and the parents or guardians of scholars against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- 9.) Require each school to: (a) invite the parents or guardians of a scholar who commits any verified act of bullying to a meeting to discuss disciplinary and other measures to prevent further acts of

bullying and (b) invite the parents or guardians of the scholar against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the scholar;

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

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

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

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

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

15.) Prohibit bullying and teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the scholar against whom such bullying was directed, (ii) infringes on the rights of the scholar against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

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

17.) Require that all school employees annually complete the training described in Connecticut General Statute §10-22a

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of a school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the Confidentiality and Access to Student Information policy and regulations.

The Board requires each school in the District, on and after July1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including uniform surveys that collect information about scholars' perspectives and opinions about school climate at the school and allow scholars to complete and submit such surveys anonymously, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, As amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Legal Reference:

Connecticut General Statutes

10-15b Access of parent or guardian to scholar's records.

10-222d Policy on bullying behavior as amended by PA 08-160 and P.A. 11-232 and P.A. 14-172

P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws. P. A. 13-3 An Act Concerning Gun Violence Protection and Safety

P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.

P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault.

BUS CONDUCT

School transportation privileges are extended to scholars conditional upon their satisfactory behavior on the bus. Students may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation.

CAFETERIA (LEARN Policy Lunch charging)

All eating is to be done in the cafeteria. Food is not permitted elsewhere in the building. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may cause for disciplinary action deemed appropriate for the misconduct.

The District participates in the School Breakfast Program and the National School Lunch Program and offers to scholars nutritionally balanced meals daily. Free and reduced price lunches are available based on financial need. Information on this program can be obtained from the School Lunch Association on the CTRA website.

The district complies with the professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs.

It is the intent of the Board of Education that schools take a proactive effort to encourage scholars to make nutritious food choices. Food and beverages offered for sale to scholars, whether in the cafeteria, school store, or vending machines will meet federal and state standards and guidelines. All sodas and sports drinks will not be available for sale.

In conformity with applicable law, necessary accommodations will be provided, where required, for scholars with food allergies, including emergency procedures to treat allergic reactions which may occur.

Charging is not encouraged by the district but on those occasions that a scholar does not have money, they will be offered an alternate meal. The LEARN policy establishes the conditions under which scholars may charge a meal and the means of repayment.

CALENDAR

The district calendar shows the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods and other pertinent dates. The board of education will establish a firm graduation date which is no earlier than the 180th day noted in the school calendar originally adopted by the board for the school year.

CHANNELS OF COMMUNICATIONS

If there is a question about a scholar's classes or work in school, it is best to first contact the person who is closest to the situation. In most cases this is the teacher. The proper channeling of complaints regarding instruction, discipline or learning materials is (1) teacher, (2) principal, (3) superintendent, (4) board of education.

CHEATING/PLAGIARISM (Academic Dishonesty)

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

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

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

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

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

The Board of Education will post in each school the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by scholars. Such posting shall be in various languages appropriate for the scholars enrolled in the school.

COMPUTER RESOURCES

The District utilizes computer technology to broaden instruction and to prepare scholars for a computerized society. Use of these resources is restricted to scholars working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware that e-mail communications, using district computers, are not private and may be monitored by staff. Students may not access social media sites using District equipment, while on District property, or at a District sponsored activity unless the posting is approved by a teacher. The District will not be liable for information posted by scholars on social media websites, such as Facebook, Instagram, YouTube, etc., when the scholar is not engaged in District activities and not using District equipment.

The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such material.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for scholars as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/her designee.

The Board of Education is committed to aiding scholars and staff in creating a 21st Century learning environment. Therefore scholars (plus staff) will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, scholars may use their own devices to access the Internet and collaborate with other scholars.

CONDUCT

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. They must accept responsibility for misbehavior and engage with school staff to identify how a different choice of action could result in a better outcome. The district has authority over scholars during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

Student responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed in school uniform.
4. Showing respect toward others, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
8. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
9. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Dangerous Weapons and Instruments

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action. Any scholar found to possess a weapon on school grounds or during a school-activity will be expelled from school.

*Note-pepper spray and mace are prohibited and can result in suspension.

An expelled scholar may apply for early readmission to school. Procedures for Early Readmission of Students Expelled by LEARN.

1. LEARN delegates the authority to make decisions on readmission requests to the Executive Director.
2. The Executive Director must receive a written request for readmission from the parent/guardian of the expelled scholar.
3. An early readmission meeting will be scheduled to include the parent/guardian, scholar, Executive Director (or designee), and the magnet school's principal (or designee).
4. The scholar and parent/guardian must present evidence related to academic progress, compliance with behavioral expectations, and completion of all expulsion hearing recommendations.
5. Prior to making a decision, the Executive Director (or designee) will ask for a recommendation from the magnet school's principal (or designee). In the case of Goodwin University Magnet Schools, a recommendation from the Superintendent of Goodwin University Magnet Schools will also be required.
6. The Executive Director has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.
7. The Executive Director will render a decision based upon the entirety of the evidence provided in consideration of the severity of the original offense which led to expulsion.
8. If early readmission is granted, the magnet school principal will be asked to recommend a transition date.
9. The decision will be shared verbally at the meeting with a written communication to follow.
10. The decision of the Executive Director is final and cannot be appealed.

Dress Code

CT River Academy's dress code is focused on preparing scholars for career and college.

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, pants, and shoes. At the High School, the 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 class until they are appropriately dressed. School uniforms can be obtained from online Lands End, and in Hartford at Uniforms and Stuff.

Polos, sweaters, fleeces

- School logo must be visible on the outermost layer
- Tops with school logo in gray, navy, light blue, white, and black.
- Shirts must be worn beneath the uniform.

Not Allowed:

- Hoodies.
- Tank tops, tube tops, and crop tops.

- Shirts must be free from promotion of or reference to drugs, alcohol, tobacco and offensive signs, symbols, or words.

Shorts/Pants/Capris/Skirts

- Must be chino, dress, or cargo style.
- Must be solid colored in black, blue, brown, gray, or khaki.
- Clothing must be free from rips or holes.
- Worn at the waist
- Shorts and skirts must fall within 6 inches of the scholar's knee.

Not allowed

- Jeans, leggings, jeggings, sweatpants, workout/athletic wear, or anything made with athletic or stretch material.
- Burgundy, maroon, camouflage or other patterns are unacceptable..

Not Allowed

- Sleepwear, pajamas, do-rags, bonnets, hair scarfs, blankets. (Head wraps are acceptable)

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, bandanas, bonnets or any other type of head covering that is not professional. Headgear must be removed and stored upon entering any CTRA building.

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 a school logo must be taken off when scholars enter the classroom.

Dress down days will be on special occasions. Scholars may wear jeans without rips or holes, and do not need to wear a shirt with a logo.

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. Scholars in need of assistance should contact the Assistant Principal, Windy Petersen, at wpetersen@goodwinmagnetsystem.org.

Smoking

Students shall not possess nor smoke or use tobacco products or e-cigarettes or vapor product devices on all school property both inside and outside, or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

Substance Abuse

As stated in the CONDUCT section of this handbook, the school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any scholar in violation of this will be subject to the following disciplinary actions:*

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by scholars involved in school-related athletics or any co-curricular or extracurricular school activity or program, other than use for a valid medical purpose as documented by a physician.

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer scholar assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

Students are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal laws. Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems.

In such cases, the decision to involve the parents/guardians will be arrived at jointly by the scholar and educator unless, in the judgment of the educator, the mental or physical health of the scholar is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken.

As required by statute, instruction will be provided regarding the “knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine, of tobacco, and of drugs.”

CONTACTING TEACHERS

Teachers may be contacted either through voicemail or email. A staff directory is available on each school's website. Please allow teachers 24 hours, during the school week, to respond to your email /voicemail. Please be aware that District policy prevents teachers from discussing confidential information in an email correspondence.

CYBERBULLYING

The District's computer network and the Internet, and the personal electronic devices of scholars, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly known as cyberbullying, are unacceptable, a violation of District policy and of the District's acceptable computer use policy and procedures. Cyberbullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Cyberbullying includes, but is not limited to, such misuses of technology as harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text message, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material may be disguised or logged on as someone else.

Students and community members who believe they have been the victims of such misuses of technology as described, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the Safe School Climate Specialist, the Principal or Director of Technology. All reports of cyberbullying will be investigated by the Safe School Climate Specialist.

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operation of school. Also, such conduct must be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or scholar.

Disciplinary action may include loss of computer privileges, detention, suspension or expulsion. A communicated threat or a hate crime will be reported to the police.

Students will be provided instruction about appropriate online behavior.

DISCIPLINE

A scholar who violates the district's code of conduct shall be subject to disciplinary action. The district's disciplinary actions may include using one or more discipline management techniques, such as a restorative justice model, detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a scholar violates the law that scholar may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time. The school district believes that exclusionary discipline practices (suspension, expulsion) limit scholars' access to classroom instruction and fail to improve scholar outcomes and school climate. These practices will be used as a last resort.

Expulsion (LEARN District Policy Number 5115d-e)

All expulsions will be handled by the home district. The Executive Director or his/her designee shall immediately notify the sending district regarding any scholar facing expulsion along with his/her recommendation for discipline.

Suspension (LEARN District Policy Number 5115d)

School administration will inform the scholar of the reason(s) suspension is being considered and give him or her an opportunity to respond to the allegation.

Parents and guardians will be notified of the length and reason(s) for suspension. The means of communication will be either by telephone or in person, with a written follow-up. In the event that a parent/guardian cannot be reached, the inability of the administration to make contact cannot be

considered a lack of due process if an administrator makes a good faith effort to call the numbers provided by the parent/guardian. Parents/guardians will be notified if the reason for suspension may warrant a recommendation for expulsion, whereas, the LEARN Expulsion Procedures will be followed.

Any scholar who is suspended will be given an opportunity to complete any missed class work within an agreed upon timeframe, including, but not limited to, examinations that were missed during the time of the suspension.

No regular education scholar will be suspended for more than ten (10) times or fifty (50) days in one program year, unless the scholar is granted a formal hearing. No scholar with an identified disability will be suspended for ten (10) cumulative days or more without a manifestation determination to determine if the behavior(s) are a result of a disability.

Students whose presence poses a “continuing danger” to themselves or persons or property or an “on-going threat” to disrupting the academic process may be immediately removed from the program without prior notice of suspension. However, verbal and/or written notice of the suspension in these cases will be sent to the scholar’s parents/guardians within twenty-four (24) hours and a meeting will be held, if requested, with the scholar and his/her parents/guardians.

Appeals from decisions of administrative personnel may be appealed to the school only after all of the above steps have been fulfilled.

DISTRICT-PROVIDED PERSONAL LEARNING DEVICES

All scholars will be provided with a DISTRICT DEVICE. Parents and scholars must sign and agree to the scholar device sign-out sheet and guidelines provided by their school. Parents are financially responsible for damages, loss or theft of the device. Students leaving the District must return their devices, with accessories, on the day of departure.

ELECTRONIC DEVICES AND GAMES (Cell-Phones and Portable Gaming Systems)

CTRA strives to maintain a safe and respectful learning environment. Scholars are solely responsible for any electronic devices brought to school. The Goodwin Magnet School System no longer permits the use of cell phones within the school. Students may leave their devices at home or if they choose to bring them into the building, the devices will be handed into the scholars anchor teacher where it will be stored in a locking box until the end of the day, or when the scholar dismisses.

If a scholar is found using his/her phone or airpods, earbuds or any headphones connected to a cell phone, the scholar will be sent to the office where the phone will be collected by administration until the parent/guardian can retrieve the device.

No recording, video or audio, or photographs may be taken in school unless it is part of a lesson and all appropriate privacy protections, such as contained in FERPA, are honored.

The sending, sharing, viewing or possessing pictures, emails or other material of a sexual nature in electronic or any other form on cellphones or other electronic devices is prohibited in the school setting.

EMERGENCY SCHOOL CLOSING INFORMATION

In the event school has a delayed opening, early closure, or is closed for the day due to bad weather or another emergency, announcements will be made on television and administration will make an announcement using School Messenger.

EQUITY AND DIVERSITY

Scholars deserve a respectful learning environment in which their cultural, racial, and ethnic diversity is valued and contributes to successful academic outcomes. The school learning and work environment is enriched and improved by the contributions, perspectives, and the very presence of diverse participants.

FACILITIES

Certain areas of the school will be accessible to scholars before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place.

After being dismissed and unless involved in a teacher/staff supervised activity, scholars are expected to leave the campus immediately.

FEES

Materials that are part of the basic educational program are provided without charge to scholars. A scholar is expected, however, to provide his or her own supplies of pencils, erasers, and notebooks. The scholar may be required to pay certain other fees or deposits, including, but not limited to: field trips, an annual technology device insurance, yearbooks, and after-school functions.

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any scholar whose behavior is considered detrimental to the well-being of other scholars may be barred from participation

by the principal. While on a trip, all scholars are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity.

FINANCIAL ASSISTANCE

Students will not be denied the opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any scholar who needs financial assistance for school activities should contact a school counselor, advisor or administrator to request confidential help.

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. A crisis response drill will be substituted for some of the required monthly school fire drills. Such crisis response drills will be planned and conducted with the local law enforcement agency. Such crisis response drills will incorporate the basic protocols of lockdown, evacuation, and shelter-in-place responses. Students are expected to follow the direction of teachers or others in charge quickly, quietly and in an orderly manner.

GRADING SYSTEM

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 for work that is submitted. Assignments that are not submitted will be calculated as 0% in the final quarter grade.

Our CTRA grading philosophy suggests that scholars should be given the opportunity to demonstrate mastery of standards, and that grades should reflect that mastery rather than scholar behaviors. To that end, the following policies and procedures regarding late work, redos, retakes and make-up of summative assessments will be in effect for the 2022-23 school year.

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 assessment is not submitted, the scholar will earn a 0 for the

assessment. 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. Scholars may request an extension by submitting a late work form signed by their advisor on the due date. If the scholar does not submit a form, they must attend a Friday restorative session within two weeks to submit it.

1. The educator will email the scholar and after-school monitor with notice of restorative work session.
2. Scholars who have specific accommodations (via IEP or 504 plan), will complete the appropriate extended time request sheet. This will be reviewed by the general education teacher and case manager to make sure that appropriate steps are being made to meet the scholar's plan.

ReDo 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 redo 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 redo 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 redo 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 redo 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. Educators will inform scholars, the appropriate school counselor, and families in a timely manner of grades below 70% prior to the end of the quarter. No scholar will receive a failing grade without notification to the family.

GRADUATION REQUIREMENTS

Policies will be provided in the coming weeks after LEARN revisions and approvals are completed.

Report Cards

Report cards are issued to scholars four (4) times a year. Grades given to scholars are determined by the teacher of the course, and the determination of the scholar's grade by the teacher, in the absence of clerical or mechanical mistakes, fraud, bad faith, or incompetency, shall be final.

Grades arrived at by a teacher will be considered final and will be changed only (1) by the teacher, with the consent of the principal after a re-evaluation of the scholar's work or (2) by an appeal made to the school principal and then to the superintendent or designee.

SCHOOL COUNSELING

The school's counseling department is committed to a program of comprehensive developmental services structured to anticipate and nurture the personal, social, career, and educational growth of all scholars as they pass through specific developmental stages. This complete program incorporates a school counseling curriculum, individual planning, responsive services and program management. Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the [social workers] and guidance/school counselors include helping the scholar function more successfully within the school environment.

School counselors will use a variety of methods to assist scholars in overcoming barriers to learning, to make strong connections with the educational opportunities in the school and to ensure that every child learns in a safe, healthy and supportive setting.

Counseling is an opportunity to talk with someone about things that are important to scholars. These opportunities to talk may be personal, social, educational or vocational. Counselors will listen and be open and honest with scholars. School Counselors are encouraged to issue appointment request forms to scholars. Appointments can also be arranged by emailing the school counseling office or by stopping by the guidance office before school, between classes or after school.

Educational and career planning guidance is available along with information to develop a plan for the scholar's future. This may include a long range plan of studies for grades 9-12 and selecting scholar's

subjects year by year in keeping with the scholar's career interests and special skills or talents. Parents notification and involvement will be solicited.

HANDS-OFF POLICY

Students must refrain from all physical contact that is potentially unsafe or distracting to the educational process. Unacceptable behavior includes “horsing around”, just fooling around, poking, pushing, tripping, and/or jostling one another. The policy is HANDS-OFF. Students must also refrain from overt acts of affection. Violence will result in teacher/team and/or administrative consequences.

HARASSMENT STATEMENT

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or expression, or any disability they may have. The District prohibits harassment of any kind. Students are expected to treat other scholars and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

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

A scholar who believes he/she has been harassed is encouraged to report the incident to a trusted adult. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary.

HATE CRIMES

The District is implementing a comprehensive hate prevention program based on the premise that prejudice and hate-motivated behavior are not acceptable in our schools. This program strives to promote a school climate in which racial, religious, ethnic, gender and other differences, as well as freedom of thought and expression are respected and appreciated.

HATE SPEECH

The District denounces the use of words or images to harass individuals or groups based on gender, gender expression, race, religion, sexual orientation, or any other aspect of identity. Hate speech is not tolerated in District schools and such speech, threat speech and harassment is prohibited. All speech that denigrates, disrespects, or misrepresents “types of people” must be challenged.

HEALTH SERVICES

The school-based health center is designed to provide care to scholars who become ill or are injured while in school.

A cumulative health file is maintained for each scholar. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Vision and hearing tests are administered to scholars in grades K, 1, 3, 4 and 5. Postural screening will be done in grades 5 and 7 for female scholars and grade 8 or 9 for male scholars. The results are provided to the parents. An annual written notification of when these screenings, at no cost to parents, will be provided. Parents wishing to have these screenings conducted by their private physician are required to report the screening results to the school nurse.

Parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is likewise important that parents notify the school nurse in case of a scholar’s illness. If a scholar is to be excused or limited for an extended period from participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and scholars for conferences regarding health issues.

Administration of Medication

Parents of scholars requiring medication during school should contact the (school nurse). Special forms are required to permit the administration of medicine in school. They are available from the (school nurse). All medication must be in the original container with proper labels.

In cases in which a scholar is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the scholar is capable of administering the medication. The statement must be accompanied by a physician’s, dentist’s or advanced practice registered nurse’s statement indicating the necessity and naming the medication, the

strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A scholar with asthma or an allergic condition may carry an inhaler or an EpiPen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or EpiPen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

Any COVID-19 specific procedures for bringing and picking up scholar medication will be outlined in school communications directly from the school nurse.

Communicable/Infectious Diseases

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such a condition, parents and scholars may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Disabilities

CTRA HS will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision.

Emergency Medical Treatment

Parents are requested each year to complete an emergency information form for use by the school in the event of a medical emergency.

Health Records

School nurses maintain health records using the Connecticut "Health Assessment and Record Form." These records are accessible to certified staff working with the child and to school health aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent when

a scholar transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the scholar graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPPA) to maintain the privacy of protected health information.

Homeless Students

Homeless scholars, as defined by federal and state legislation, will have all programs, services, and transportation that other scholars enjoy and may continue to attend the school of origin. The local liaison for homeless children is the Deputy Executive Director. The District has reviewed its existing policies and regulations to remove barriers to the enrollment and retention of homeless children and youth. Homeless children and youths are defined as “individuals who lack a fixed, regular and adequate nighttime residence”. Homeless children have the right to attend the school of origin “to the extent feasible,” unless doing so is contrary to the request of such scholar’s parent/guardian or unaccompanied youth.

Any homeless child or youth denied school accommodations shall continue in attendance or will be immediately enrolled in the school selected by the child in the school district. A written explanation of the reasons for denial of school accommodations in a manner understandable to such homeless children or youth, or parent/guardian, will be provided. Information will also be provided regarding the right to appeal the decision of the denial of accommodations. The homeless child or youth is entitled to continue in attendance during all available appeals.

A homeless scholar who is not in the physical custody of a parent/guardian, shall have full access to his/her educational and medical records in the Board’s possession.

Physical Examinations

All scholars must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a) Health assessment shall also be required in grade 6 (or 7) and in grade 9 (or 10). All scholars in grades K and grades 1, 3, 4, 5 will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all scholars in grades K, 1, 3, 4, and 5. Postural screening will be conducted for all female scholars in grades 5 and 7 and for male scholars in grade 8 or 9. If a homeless scholar, as defined by federal statute, lacks immunization/medical records, the school will enroll the child and refer the parent/guardian to the district’s homeless liaison.

HOMEWORK

THE LEARN BOARD OF DIRECTORS, ACKNOWLEDGING THE RESEARCH EVIDENCE INDICATING A POSITIVE CORRELATION BETWEEN HOMEWORK AND SCHOLAR ACHIEVEMENT, SUPPORTS REGULAR HOMEWORK ASSIGNMENTS FOR SCHOLARS. HOMEWORK ASSIGNMENTS SHOULD:

- BE RELATED TO CLASSROOM INSTRUCTION
- BE AGE AND DEVELOPMENTALLY APPROPRIATE
- BE APPROPRIATE TO THE NEEDS AND ABILITY OF THE CHILD
- PROVIDE REINFORCEMENT AND ENRICHMENT OF CLASSROOM INSTRUCTION AND SHOULD NOT BE USED FOR DISCIPLINARY PURPOSES;
- EMPHASIZE CRITICAL THINKING, PROBLEM-SOLVING AND WRITTEN EXPRESSION;
- EMPHASIZE QUALITY OVER QUANTITY
- BE REVIEWED/ASSESSED ONCE SUBMITTED.

EACH ADMINISTRATOR, IN CONSULTATION WITH FACULTY, SHALL DEVELOP A STATEMENT OF HOMEWORK PROCEDURES CONSISTENT WITH THIS POLICY. EACH STATEMENT OF HOMEWORK PROCEDURES SHALL BE PUBLISHED FOR PARENTS AND SCHOLARS. PARENTS SHALL BE ADVISED OF THIS STATEMENT OF HOMEWORK PROCEDURES UPON FIRST ENTERING THE SCHOOL AND AT LEAST ANNUALLY, THEREAFTER.

LEGAL REFERENCE:

C.G.S. 10-221(B)

POLICY ADOPTED: NOVEMBER 13, 1997 LEARN

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS (ENGLISH LEARNERS)

Parents of Limited English Proficient (LEP) Students/English Learners participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the English Learners program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.

LOCK DOWN PROCEDURE

In the event of a critical emergency, all school personnel, including scholars, will follow the “Lock Down Procedures”. Students will be informed of specific actions they should take when a Lock Down Procedure is put into effect. Lock down drills, like fire drills, will occur periodically during the school year.

LIBRARY/MEDIA (PROJECT) CENTER

Students are invited to use the books, magazines, newspapers, videos, CD’s and other materials, including computers, located in the (media center). Students are responsible for any material they sign out. Materials must be returned to the (librarian or the assistant) at the circulation desk. Students must pay for any materials they lose or damage. A scholar’s grades, transcript or report card may be withheld until a scholar’s obligation is met.

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. It is the policy of the Board of Education that all scholars must sign an acceptable use policy which indicates that a scholar agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the scholar’s parent/guardian.

CTRA scholars are encouraged to take part in community service as a part of their high school experience. Opportunities for this will arise through the Advisory program as well as through curricular and extracurricular activities.

Computer/Internet Resources (Technology Acceptable Use Policy)

All laptop computers, equipment, and/or accessories provided to scholars by the Connecticut River Academy are the property of LEARN and CTRA. All scholars are *required* to use the school issued laptop while attending CTRA and are *required* to pay the annual insurance fee of \$30.00.

Laptop Repair Payments

Scholars with damage or missing laptop concerns must report the issue immediately to Project Center IT and/or the Library Media Specialist. Bills for any technology related fees will be given to the scholar at the time of maintenance and recorded in Powerschool. Scholars with unpaid technology related fees

will not be able to purchase their laptop at the end of senior year and could face further consequences. There is no charge for minor or moderate damage.

Payment may be made by cash or check (made payable to *CT River Academy*). Upon receiving payment, the scholar will be issued a paper receipt. If you are unable to pay the annual \$30 fee by the deadline below, please contact Windy Petersen, Assistant Principal, to make alternate arrangements.

Distribution & Collection of Laptops

- The Laptop/Technology Acceptable Use Policy will be handed out in Advisory on the first day of school. The forms are also available for review on our website (<http://ctriveracademy.org/>)
- Grade 9 Students need to turn in signed forms and payment to the Project Center/ Library Media Specialist on or before the second Friday of the school year (9/9/22) Freshman laptops will be distributed the following Monday.
- New Grade 10 Students need to turn signed forms and payment into the Project Center/ Library Media Specialist on or before the second Friday of the school year (9/9/22). Laptops will be distributed on the second Friday, or as payment and forms are received thereafter.

Logging In/Software Use

- Scholars will receive G suite accounts and passwords upon receipt of their laptops. These passwords will also apply to their scholar Powerschool accounts.
- Passwords are designated by CTRA. Scholars may not change their passwords.
- If scholars have trouble logging in, they may call Tech Support at (860) 913-2200 ext. 2868.
- All technology used through CTRA is reviewed by our tech department for compliance with Student Data Privacy Act (Public Act 16-189). A copy of our current approved resources can be found <http://ctriveracademy.org/scholar-data-privacy-act-public-act-16-189-resources/>
- Freshmen and Sophomore computer use is subject to a computer curfew.
 - Freshmen computers shut down at 9 PM and are available again at 5 AM
 - Sophomore computers shut down at 10 PM and are available again at 5 AM.

Computer Buyout Program

Upon graduation from the Connecticut River Academy, scholars have the opportunity to purchase their laptops at the end of their senior year for an additional fee of \$50. Scholars must have paid all fees related to any damage incurred (as defined in the Computer Damage section above) over the course of their tenure as well as meeting CTRA's expectations as outlined in the Technology Acceptable Use

Policy and Laptop Acceptance Agreement in order to participate in CTRA's laptop buyout program. Only those scholars who have maintained the same laptop for all four years are eligible.

Technology Support

Students may make an appointment to visit IT in the Project Center for technology help or support. If a scholar has a technology concern that is causing a problem to a class learning activity, the scholar should bring this concern to the educator or submit a support ticket to support@goodwinmagnetsystem.org. Our goal is for scholars to visit IT when class is not in session.

Computer updates will be pushed out to scholars automatically through our network. To ensure laptops are up-to-date, scholars are encouraged to do a full shutdown and restart of the laptop from time to time. The Mac Operating System (OS) will only be upgraded during the summer break. Please see IT if the system requests an administrator password for a program update.

Student Use of Technology

Student use of technology at CTRA must align with our school's vision and values. The purpose of technology access and use at CTRA is to support online learning and digital literacy. Please review and follow the below expectations:

CTRA uses the ***ISTE Student Standards*** to guide effective use of technology. More information can be found at <http://www.iste.org/standards/ISTE-standards/standards-for-scholars>

Empowered Learners - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- I will take responsibility for my technology; I will not give my technology to another scholar or teacher except for administration, IT, and the Library Media Specialist.
- I will treat the system and its hardware with care to preserve its memory, trackpad, keyboard, labels, and avoid actions that could harm or disable the equipment/system.

Digital Citizens - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- I will honor all copyright laws. I will produce original ideas and information in my work.
- I am aware that inappropriate use of technology resources can be a violation of local, state, and federal laws and that I may be prosecuted for violation of those laws. For example, I will not knowingly degrade or disrupt digital information resources, services, or equipment (i.e. tampering with computer hardware and software, vandalizing or modifying data without permission, using accounts or passwords that belong to others, transmitting, receiving, or publishing any threatening or obscene material, invoking computer viruses, attempting to bypass the content filtering systems that are in place as part of CIPA

(Child Internet Protection Act), attempting to gain access to restricted or unauthorized networks, installing unauthorized software on CTRA's computers, etc.)

- I will immediately report any problems or inappropriate technology use/messages to an educator or administrator.

Knowledge Constructors - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- I will use technology resources and equipment to develop my skills, content knowledge, and post-secondary plans. These resources include but are not limited to G Suite, PowerSchool, Naviance, Turnitin, Noodletools, etc.

- I will use APA citation to give credit to all resources used in the course of my assignments.

Innovative Designers - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- I will use technology resources to create my own original work and avoid plagiarizing other people's work to submit it as my own.

Computational Thinkers - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- I will use digital information, cloud storage, and resources for educational and communication purposes consistent with the vision and values of CTRA.

Creative Communicators - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- I will use technology resources and equipment to communicate clearly and respectfully.

Global Collaborators - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- I will use professional, appropriate language at all times while accessing and using technology resources.

- I will be considerate of other digital users and their privacy; I will not reveal any personal information about any other person or attempt to access other computers remotely.

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:

1st offense: Increased restrictions.

2nd Offense: Scholar will not be allowed to take the computer home. Schoolwork must be completed on paper.

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

Contacts for Questions or Concerns

Jennifer Rainey, Library Media Specialist

jrainey@goodwinmagnetsystem.org (860) 913-2200 ext. 1206

Windy Petersen, Assistant Principal

wpetersen@goodwinmagnetsystem.org (860) 913-2200 ext. 2852

LUNCH CHARGING

The LEARN Board of Directors believes that LEARN programs should make a significant contribution to the general well-being of each scholar, promoting healthy schools by supporting wellness, good nutrition as part of the total learning environment.

In accordance with state and federal standards, the LEARN Board of Directors conforms to applicable grant standards for providing free and reduced price meals to elementary and secondary scholars enrolled in the Districts' schools.

Legal Reference:

Connecticut General Statutes

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

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

10-215b: duties of State Board of Education re: feeding programs

Policy adopted: June 8, 2017 LEARN

MIGRANT STUDENTS

The district has a program to address the needs of migrant scholars. A full range of services will be provided to migrant scholars, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant scholars will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

ON-CAMPUS RECRUITMENT

Students at the middle and high school level will be informed of the availability of (1) vocational, technical and technological education and training of technical high schools and (2) agricultural sciences and technology education at regional agricultural science and technology education centers. Full access for the recruitment of scholars by technical high schools, regional agricultural science and technology

education centers , magnet schools, and charter schools will be provided. Military recruiters and institutions of higher learning shall have access to secondary school scholars' names, addresses and telephone listings unless the scholar's parent/guardians submits a written request that such information not be released without their prior written consent.

ONLINE COURSE CREDIT

LEARN believes that education provided through virtual/online courses can be an effective alternative means of instruction for scholars, and can increase flexibility and accessibility in the delivery of instruction.

A virtual school is hereby defined as an educational organization that offers courses at various grade levels through Internet or web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can provide an alternative means of instruction.

LEARN scholars may earn course credit upon successful completion of coursework provided by the virtual/online schools if they obtain approval from the school administration prior to taking the course. These credits would be in addition to those earned by way of standard classroom- based instruction.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221 a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional LEARN classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages scholars and has interactive components, which may include, but are not limited to, required interactions between scholars and their teachers, participation in on-line demonstrations, discussion boards, or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of High Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of any applicable examination series permitting scholar in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

Credit from a virtual/online course may be earned under the following circumstances: a course is not currently offered at a LEARN school or is unavailable due to scheduling conflict; as part of a scholar's

alternative education program or Individualized Education Program (IEP); or under any other specific circumstances as approved by the school administration.

Approved: February 9, 2012 LEARN

PARENT CONFERENCES and INVOLVEMENT

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

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

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

PARENT POWERSCHOOL INFORMATION SYSTEM

CTRA offers parents/guardians access to their scholars grades, attendance, homework and overall progress through the Powerschool Parent Portal. Parents/guardians needing assistance accessing can contact their scholars school counselor or Ms. Jennifer Rainey, Library Media Specialist.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law (Schools without an integrated pest -management plan must send prior notice by mail.)

. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact Goodwin Magnet Schools System's Director of Facilities. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met. Notice will be provided at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's primary social media account.

PHOTOGRAPHS

From time-to-time during the school year, school personnel and/or the media take photographs. If a parent/guardian does not want their child to be photographed for school use, school website use or for media purposes, the school office must be alerted in writing. Photos of individual and classroom groups are taken annually, which may be purchased by parents/guardians, but they are not obligated to do so.

POSTERS

Signs and posters that scholars wish to display must be approved by the administration, and hung in designated locations. Posters displayed without authorization will be removed. Any scholar who posts such material without authorization shall be subject to disciplinary action.

PROPERTY, LOCKERS, AND EQUIPMENT

Desks and school lockers are the property of the school. The right to inspect desks and lockers assigned to scholars may be exercised by school officials to safeguard scholars, their property and school property with reasonable care for the privacy rights of scholars

The exercise of the right to inspect also requires protection of each scholar's personal privacy and protection from coercion. An authorized school administrator may search a scholar's locker or desk under two (2) conditions.

1. That the scholar's desk or locker contains illegal items, which would, if present, pose a serious threat to the maintenance of discipline, order, safety and health in the school. Such items would include, but not be limited to, chemicals, ammunition, weapons, drugs, and alcoholic beverages.
2. The scholar(s) have been informed in advance that Board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of scholars and the school are contained therein.

Use of drug-detection dogs and metal detectors, or similar detective devices may be used only with the express authorization of the Executive Director.

District officials may seize any item which the possession of or use of is evidence of a violation of law, Board policy, administrative regulation or school rule, or is prohibited by such law, policy, regulation or rule.

A scholar and his/her belongings may be searched with a Director or Director's designee's permission if there are reasonable grounds for suspecting that the search will turn up evidence that the scholar has violated or is violating either the law or the rules of the school. The scope of the search must be reasonable related to the objectives of the search and not excessively intrusive in light of the age and sex of the scholar and the nature of the suspected infraction.

Proper standards for conducting scholar searches shall consist of, but not be limited to, the following procedures:

1. All scholar searches must be conducted in the presence of two (2) faculty members. It is recommended that one faculty member be an administrator or an administrative designee. One faculty member will properly search the scholar/suspect while the second faculty member will serve as a witness to the procedure.
2. Female scholars should be searched by female faculty members.
3. Male scholars should be searched by male faculty members.

The LEARN Board of Directors authorizes the search of scholar lockers, desks, and other school property used by scholars for the presence of weapons, contraband, or the fruits of a crime if the:

1. Search is justified at its inception, and
2. Search as actually conducted is reasonable related in scope to the circumstances which justified it in the first place.

A search is justified at its inception when there are reasonable grounds for suspecting that the search will turn up evidence that the scholar has violated or is violating either the law or the rules of the school. A search is

reasonably related in scope when the measures adopted are reasonable related to the objectives of the search and not excessively intrusive in light of the age and sex of the scholar and the nature of the infraction.

Whenever it is necessary for law enforcement officials to execute a search or arrest warrant on school grounds, the administration shall attempt to notify the scholar's parent or guardian and refer him/her to the police. In addition, that the administration should make reasonable efforts, in cooperation with the participating law enforcement officials to ensure that scholar searches or arrests conducted pursuant to a warrant are conducted with as much respect for the scholar's privacy as possible.

As used in this policy, the term "parent" means either the parent or guardian of a scholar. The term "scholar" or "pupil" refers to a scholar enrolled in a LEARN program. Students who have reached the age of legal majority may have the right to consent to a certain involvement with law enforcement officials which would normally require parental consent. However, even when dealing with a scholar who has reached the age of legal majority, the procedures set forth above should be followed.

LEGAL REFERENCE: Public Act 94-115

Policy Adopted: November 10, 2004 LEARN

RECORDING OF CLASSROOM ACTIVITIES

CTRA prohibits the recording of classroom activities. The recording of teachers or scholars in class is inherently disruptive to the educational process. Students violating this rule will be subject to discipline and confiscation of the electronic device.

RELIGION AND RELIGIOUS ACCOMMODATIONS

The school district acknowledges each individual's rights to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behavior. The District strives to provide religious accommodations to scholars in an equitable and appropriate way in accordance with District policies and corresponding guidelines.

RIDESHARING SERVICES

CTRA does not condone scholars leaving the school campus in third-party ride sharing vehicles (e.g. Uber, Lyft). If parents/guardians allow their child(ren) to be dropped off or picked up at school by a ridesharing service, it is with the express acknowledgment that the district and its employees have no

responsibility for their decision to use such a service and have no responsibility of liability to such parents/guardians or their child(ren) related to the ridesharing service.

SCHOOL CEREMONIES AND OBSERVANCES

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the scholars. Therefore, activities in schools commemorating national holidays such as, but not limited to, Martin Luther King Day, Veterans Day, Memorial Day, Thanksgiving and Presidents Day are encouraged. Nutmeg reminds scholars, faculty and administration of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that scholars of all faiths can join without feeling that they are betraying their own beliefs. Therefore,

1. school and class plays shall not be overly religious, and church-like scenery will be avoided;
2. religious music shall not entirely dominate the selection of music; and
3. program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or scholar has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the building Principal should be contacted.

An opportunity will be provided, at the beginning of each school day, for scholars to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.

SCHOOL CLIMATE

School climate means the quality and character of school life based on patterns of scholars' parents' and guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

In order for teaching and learning to occur there must be a positive climate in which scholars are appreciative and accepting of individual differences and behave responsibly toward others. Students are

encouraged to report bullying, discrimination or harassment to any faculty member or administrator and may request anonymity.

SCHOOL CLOSURE OR CANCELLATION OF CLASSES IN AN EMERGENCY SITUATION

In the event of the need to close schools and cancel classes for an extended period of time, as a result of a directive from the Governor's office and/or the federal government, the District will implement a program of instruction using computers and distance learning. Transportation to schools and school after-school activities will not be available. In addition, scholars receiving free breakfast and/or lunch programs will continue to receive them. Pickup points or a means of delivery will be announced via the district's emergency notification system and through information posted on district and school websites.

In an extended period of school closure and cancellation of classes, many other items of importance will be brought to the attention of scholars and parents electronically and mainly through links provided on district and school websites.

SCHOOL GOVERNANCE COUNCIL

Each school has a School Governance Council (SGC) composed of parents, teachers and community members elected by their peers. The SGC serves in an advisory capacity and is responsible to assist the school administration regarding achievement data and school improvement plans, budget development, hiring of school administrators, and fostering a partnership to improve scholar learning.

SCHOOL SECURITY AND SAFETY

Each school in the District will develop and implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. Each school, as required by law, shall establish a school security and safety committee which will assist in the development and administration of the school's security and safety plan. Each district school will conduct a security and vulnerability assessment every two years and develop a school security and safety plan based upon the standards developed by DESPP.

The District has developed, maintains, an emergency disaster preparedness and response plan for implementation as needed ("School Security and Safety Plan"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection Development and

implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery.

If the school utilizes school resource officers, include here language pertaining to their role, also stressing the use of a graduate/response model in scholar disciplinary situations.

SEARCH AND SEIZURE

The right to inspect desks, lockers and other equipment assigned to scholars may be exercised by school officials to safeguard scholars, their property and school property. An authorized school administrator may search a scholar's locker or desk under the following conditions:

1. There is reason to believe that the scholar's desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of scholars and the school are contained therein.

Under special circumstances, school officials may search scholars, particularly if there is reasonable suspicion that a scholar possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

Student vehicles parked on school grounds may be searched if there is reasonable cause to search. CTRA may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers and vehicles parked on school property. Searches of classrooms, common areas or scholar belongings may also be conducted by trained dogs when scholars are not present. Drug-sniffing dogs will not be used to sniff scholars. A locker, a vehicle, or an item in the classroom to which a trained dog alerts may be searched by school officials.

SECLUSION/RESTRAINT/EXCLUSIONARY TIME OUT

It is the policy of the LEARN Board of Directors that maintaining an orderly, safe environment that is conducive to learning is an appropriate expectation of all staff members within the district. To the extent

that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of scholars and seclusion of scholars, staff members will have the full support of LEARN's Governing Board in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a scholar in seclusion as an emergency intervention to protect a scholar from harming himself/herself or to protect a scholar from imminent harm to himself/herself or others.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a scholar from one location to another. Excluded from this definition is briefly holding a person in order to comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent self injury.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with scholars and who provides services to or on behalf of scholars enrolled in the district's schools, pursuant to a contract with the board of education.

Seclusion means the involuntary confinement of a scholar in a room, with or without staff supervision, in a manner that prevents the scholar from leaving.

Student means a child (A) enrolled in grades pre- kindergarten to twelve and to age 21, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Exclusionary time out means a temporary, continuously monitored separation of a scholar from an ongoing activity in a non-locked setting, for the purpose of calming the scholar or deescalating the scholar's behavior.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

A. School employees shall not use a life-threatening physical restraint on a scholar.

B. If any instance of physical restraint or seclusion of a scholar exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the scholar or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the scholar or to others.

C. No scholar shall be placed in seclusion unless:

a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the scholar or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.

b. Such scholars are continually monitored by a school employee during the period of such scholar's seclusion. Any scholar voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the scholar's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.

c . Any room used for seclusion must:

- i. Be equipped with a window or other fixture allowing the scholar a clear line of sight beyond the area of seclusion;
- ii. Be of a size appropriate to the chronological and developmental age, size and behavior of the scholar;
- iii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which it is located;
- iv. Be equipped with heating, cooling, ventilation and lighting systems that are comparable to the other rooms in the building in which it is located;
- v. Be free of any object that poses a danger to the scholar who is being placed in the room;
- vi. Conform to applicable building code requirements. If the door(s) of a room used for seclusion are to be locked, latched, or otherwise secured, a modification from the State Fire Marshall's office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, shall be a device that shall be readily released by staff as soon as possible, but in no case longer than

within two minutes of the onset of an emergency; and must be connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded.

An emergency includes, but is not limited to:

- a. The need to provide direct and immediate medical attention to the scholar;
 - b. Fire;
 - c. The need to remove the scholar to a safe location during a building lockdown;
 - d. Other critical situations that may require immediate removal of the scholar from seclusion to a safe location
- d. Seclusion shall not be used as a planned intervention in a scholar's behavioral intervention plan, individualized program or Section 504 plan.

D. School employees may not use a psychopharmacologic agent on a scholar without that scholar's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the scholar or to others, or

(2) as an integral part of the scholar's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

- In the event that physical restraint or seclusion is used on a scholar four or more times within twenty school days:
 - An administrator, one or more of such scholar's teachers, the parent/guardian of such scholar and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the scholar;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such scholar may require special education.
 - If such scholar is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such scholar's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the scholar, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such scholar's individualized education plan.
- The parent/guardian of a scholar who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the scholar is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.
- School employees shall not use a physical restraint on a scholar or place a scholar in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.
- Beginning July 1, 2016, the Governing Board, and each institution or facility operating under contract with the Board providing special education for children, shall:

a. Record each instance of the use of physical restraint or seclusion on a scholar;

- Specify whether the use of seclusion was in accordance with an individualized education program;
- Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
- Include such information in an annual compilation on its use of such restraint and seclusion on scholars.

I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.

- Any use of physical restraint or seclusion on a scholar shall be documented in the scholar's educational record. The documentation shall include:
 - a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusionandtheeffectofsuchrestraintorseclusiononthescholar'sestablishededucational plan.
- Any incident of the use of restraint or seclusion that results in physical injury to a scholar shall be reported to the State Board of Education.

Procedures for Exclusionary Time Out

- Exclusionary time outs are not to be used as a form of discipline.
- Throughout any exclusionary time out at least one school employee must either a) remain with the scholar, or b) be immediately available to the scholar such that the scholar and school employee are able to communicate verbally.
- The space used for an exclusionary time out must be clean, safe, sanitary and appropriate for the purpose of calming the scholar or deescalating the scholar's behavior.
- The exclusionary time out must terminate as soon as possible.
- If the scholar requires special education, or is being evaluated for eligibility for special education and awaiting a determination, and the interventions or strategies are unsuccessful in addressing the scholar's problematic behavior, such scholar's planning and placement team shall convene as soon as practicable to determine alternative interventions or strategies.

Required Training and Prevention Training Plan

A. Training regarding physical restraint and seclusion of scholar shall be provided to the members of the crisis intervention team for each school in the district. Training may be provided to any teacher, administrator, school professional or other school employee who is designated by the school principal and/or LEARN central office administration and who has direct contact with scholars. Such plan shall be implemented not later than July 1, 2018. Such training shall include, but not be limited to:

- a. Various types of physical restraint and seclusion;
- b. The differences between life-threatening physical restraint and other varying levels of physical restraint;
- c. The differences between permissible physical restraint and pain compliance techniques; and
- d. Monitoring methods to prevent harm to a scholar who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a scholar.
 - An overview, as provided by the Department of Education, of the relevant laws and regulations regarding the use of physical restraint and seclusion on scholars and the proper uses of physical restraint and seclusion;
 - A plan for providing training regarding the prevention of incidents requiring physical restraint or seclusion of scholars. Such plan shall be implemented not later than July 1, 2018

Crisis Intervention Teams

By July 1, 2016 and each school year thereafter, the Board requires each school or program in the LEARN District to identify a crisis intervention team. Such team shall consist of school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a scholar or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. LEARN shall maintain a list of the crisis intervention team for each school.

Dissemination of Policy

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools. PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Adopted: January 12, 2017

Revised: March 14, 2019 LEARN

SELECTIVE SERVICE SYSTEM REGISTRAR PROGRAM

Male scholars ages 18-25 are required under Federal law to register with the Selective Service System. Failure to register could result in a fine and also may cause men to permanently lose eligibility for scholar college financial aid, grants, government employment, job training and U.S. citizenship for male immigrants. Registration can be done online (www.sss.gov), at any U.S. Post Office or through the school's guidance department.

SERVICE ANIMALS

CTRA, in compliance with state and federal laws, allows service animals to accompany persons with disabilities on the school campus. A service animal is usually a dog that has been individually trained to do work or perform tasks for the benefit of a person with a disability. This does not include animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent.

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches scholars age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

SEXUAL HARASSMENT

The district wants all scholars to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Sexual harassment, whether verbal or physical, includes, but is not limited to the following: (Give examples which are age appropriate.) Any scholar who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately to the Title IX Coordinator, Nondiscrimination Coordinator, his/her teacher, social worker, guidance counselor, administrator, school nurse, or any responsible individual with whom the scholar feels comfortable, either informally or through the filing of a formal complaint. The administration will take action to investigate the allegations.

The district will notify the parents of all scholars involved in sexual harassment by scholar(s) and will notify parents of any incident of sexual harassment or sexual abuse by an employee.

A complaint alleging sexual harassment by a scholar or staff member may be presented by a scholar and/or parent in a conference with the principal or designee or with the Title IX Coordinator, the Executive Deputy Director.

SOCIAL AND EMOTIONAL LEARNING

The District believes children's social and emotional development are essential underpinnings/foundations to school readiness and academic success. Therefore, the District's educational program has included social and emotional learning and development to support the

learning of skills needed to prepare scholars for careers, college and life. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. The key characteristics of the SEL program include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

SPECIAL PROGRAMS

CTRA provides special programs such as but not limited to, bilingual and learning disabilities, and for those with other disabilities which affect a scholar's success at school. A scholar or parent with questions about these programs should contact their child's school counselor or school administration; the coordinator of each program is available to answer questions about eligibility requirements, programs and services offered in the district or by other organizations.

CTRA utilizes the Scientifically Researched-Based Interventions (SRBI) or Multi-Tiered Systems of Support (MTSS) which combine systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all scholars. Academic and behavioral support and targeted interventions will be provided for scholars who are not making academic progress at expected levels in the general curriculum. When scholars are experiencing difficulty with academics or behavior, every effort is made to provide support to help the child succeed within the regular classroom setting through these processes.

For scholars in need of Special Education programs, a planning and placement team (PPT) is designed to provide communication and decision-making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic review of all scholars presently in Special Education and special services programs.

Any child identified as possibly needing special education and/or related services must be referred to a special education Planning & Placement Team for evaluation (PPT). The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An Individualized Education Plan, based upon the diagnostic findings of the evaluation study will be developed by the PPT, with parental involvement. Parents will be informed regarding the use of scientific, research-based interventions. Parents have the right to have the school paraprofessional assigned to their child, if any, attend and participate in PPT meetings. Parents, as required by law, will be provided information at PPT meetings about their right to have advisors and paraprofessionals attend PPT meetings.

A school must offer an IEP that is “reasonably calculated to enable a child to make appropriate progress in light of the child’s circumstances.” Every child should have the chance to meet challenging objectives.

STUDENT AUTOMOBILE USE

Student’s use of motor vehicles at CTRA is a privilege granted by the school to authorized scholars only. Students should request an application for a parking pass through the School Counseling Office. Once the application is completed, the scholar will meet with the Assistant Principal to review the rules, regulations and administrative guidelines in the parking regulations and must comply with all state laws and relicense requirements.

STUDENT RECORDS

A scholar’s school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each scholar from the time the scholar enters the district until the scholar withdraws or graduates. This record moves with the scholar from school to school.

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. The Superintendent is the custodian of all records for scholars who have withdrawn or graduated. 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.

Parents of a minor or of a scholar who is a dependent for tax purposes, the scholar (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a scholar’s records. “School officials with legitimate educational interests” include any employee such as an administrator, teacher, support staff, district member, attorney, agents, or facilities with which the district contracts for the placement of scholars with disabilities, as well as their attorneys and consultants, who are:

1. Working with the scholar;

2. Considering disciplinary or academic actions, the scholar's case, an Individual Education Plan (IEP) for a scholar with disabilities under IDEA or an individually designed program for a scholar with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the scholar reaches 18 years of age, only the scholar has the right to consent to release of records.

The parent's or scholar's right of access to, and copies of, scholar records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a scholar that are shared only with a substitute teacher and records pertaining to former scholars after they are no longer scholars in the district, do not have to be made available to the parents or scholar.

A scholar over 18 and parents of minor scholars may inspect the scholar's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the scholar's privacy or other rights. If the district refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the scholar's record. Although improperly recorded grades may be challenged, parents and the scholar are not allowed to contest a scholar's grade in a course through this process. Parents or the scholar have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding scholar records. The district's policy regarding scholar records is available from the principals or superintendent's office.

Copies of scholar records are available per request. Parents may be denied copies of a scholar's records (1) after the scholar reaches age 18 and is no longer a dependent for tax purposes; (2) when the scholar is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the scholar qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about district scholars is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a scholar's name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

Military recruiters or institutions of higher learning shall have access to secondary school scholars names, addresses and telephone listings, unless a parent/guardian or secondary scholar aged 18 or over requests in writing that such information not be released.

CTRA, when a scholar moves to a new school system, will send the scholar's records to the new district or school within ten business days of receiving written notice of the move from the new district. Unless the parents/guardians of the scholar authorize the record transfer in writing, the sending district is required to send a notice when the records are sent to the new district.

Parents and eligible scholars have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605.

The district's HIPPA Privacy Officer is the Executive Deputy Director.

[LEARN Policy 5125](#)

STUDENT SUCCESS PLANNING

A scholar success plan for each scholar enrolled in grades six through twelve shall be created. Such scholar success plans shall include a scholar's career and academic choices in grades six to twelve, inclusive. Such plans shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. In creating the scholar success plan, consideration must be given to careers and academic choices in computer science, science, technology, engineering and mathematics. When possible, the scholar success plan should be created in collaboration with each scholar and the scholar's parent or guardian.

The Student Success Plan (SSP) is an individualized scholar driven plan developed to address every scholar's needs and interests to help the scholar stay connected in school and to achieve postsecondary educational and career goals.

SUMMER SCHOOL

Scholars who do not receive credit may be offered course work at CTRA in specific content areas to demonstrate mastery of standards required for graduation. Scholars may also choose to attend summer courses in the home district at a cost.

SURVEYS/STUDENT PRIVACY

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation that concerns:

1. political affiliations or beliefs of the scholar or the scholar's parent;
2. mental or psychological problems of the scholar or the scholar's family;
3. sex attitudes or behaviors;
4. illegal, antisocial, self-incriminating and demeaning behavior;
5. critical appraisals of other individual with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income;
8. religious practices, affiliations, or beliefs of the scholar or the scholar's parents.

In addition, parents have the right to inspect, upon request, a survey that is to be administered by a school to a scholar, prior to its use. Parents will be notified at least two weeks in advance of any survey that will be given to their children.

Parents will be notified of any non-emergency, invasive physical examination that is required as a condition of attendance administered by the school and which is not necessary to protect the immediate health and safety of scholars. Parents will be given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screening are not subject to prior notifications.

CTRA will not collect, disclose or use personal information gathered from scholars for the purpose of marketing or selling that information or providing it to others for that purpose.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

TESTING

All scholars in grades 3 through 8 inclusive and grade 11 shall annually take a statewide mastery examination in reading, language arts and mathematics. Students in grades 5, 8 and 11 shall annually take a statewide mastery examination in science. Special education scholars participate in mastery testing programs except in the rare case when participation in an alternate assessment is detrimental to the scholar's IEP. In order to graduate scholars must meet LEARN's standards for graduation, in addition to required course credits. The mastery examination test is one of the measures to be used to determine if scholars have met the identified standards. Student scores on each component of the statewide grade 11 state assessment test may/shall be included on transcripts and permanent records. All English learners are required to participate in all content areas of the state summative assessment.

TITLE I COMPARABILITY OF SERVICES

All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are provided in a manner to ensure equivalency among district schools.

TITLE I PARENT AND FAMILY ENGAGEMENT

Parents of a child in a Title 1 funded program will receive a copy of the district's parental and family engagement involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs and opportunities for parents and family members to participate in the education of their children.

TRANSFERS AND WITHDRAWALS

Students withdrawing from school are requested to notify the guidance office one week in advance of their last day. At that time, they will be given forms for their parents to complete. Included will be a

formal written statement of withdrawal, release of records form, and an exit survey. Records cannot be forwarded until all materials have been returned to CTRA.

TRANSPORTATION AND SAFETY COMPLAINTS/PROCEDURES

School transportation privileges are extended to scholars conditioned upon their satisfactory behavior on the bus. Unsatisfactory scholar behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

Students will be notified of their bus stop and times for pick-up and drop-off via the RSCO (for all districts except East Hartford) and Dattco (for East Hartford residents) prior to the start of school.

Parents should park in the designated area at each school. Cars should not be parked in undesignated areas which include on the grass, in fire lanes, on the curb, etc. at any time. Parents who choose to drive their children to school and drop them off should drive into the designated drop off area with their vehicles, remain in the vehicle, and drop off their child.

The following rules shall apply to scholar conduct on school transportation:

1. Passengers shall follow the driver's directions at all times.
2. Passengers shall board and leave the bus in an orderly manner

All complaints concerning school transportation safety are to be made to the transportation company of the sending district; for all districts other than East Hartford contact RSCO and for East Hartford residents contact Dattco.

TRAUMA INFORMED SCHOOLS

CTRA believes when scholars are healthy, safe, supported, engaged and challenged, they are then able to learn to the best of their ability. Schools are trauma-sensitive in the implementation of policies to help children feel safe in order for them to learn. Policies, practices and the school culture will be sensitive to the needs of the traumatized individuals. A flexible framework provides universal supports and is sensitive to the scholars' unique needs. Emphasis will be placed on building supporting relationships.

VACATIONS

CTRA strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Student absences for reasons of a family vacation or trip that takes place when school is in session are considered “unexcused absences” in light of SBE guidelines.

VISITORS

Parents/guardians and other visitors are welcome to visit CTRA. All visitors must first report to the main office to sign in and receive a visitor’s pass. Visits to individual classrooms during instructional time shall be permitted only with administration approval and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

All doors that open to the outside of the school must remain locked in order to preserve the safety and security of scholars and staff. Unauthorized access shall not be permitted in school buildings or on school grounds. Administrators are authorized to take appropriate action to prevent such a person from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behaviors or uncivil discourse will not be permitted. Visits cannot interfere with the educational program of the school nor interrupt teaching activities.

WITHDRAWAL FROM SCHOOL

Scholars who wish to initiate the withdrawal process should contact their school counselor to arrange a meeting. A parent/guardian signature is required for all scholars under the age of 18 who wish to withdraw. Once the counselor has spoken to the parent, a withdrawal meeting will be scheduled. The school counseling assistant will work with the family to complete the necessary paperwork.

The scholar must turn in their laptop and any classroom items at the time of withdrawal. If the scholar has a balance due, the family is expected to pay the balance at the time of withdrawal. If not, scholar records and transcripts will not be released to the parent until the scholar has completed the Scholar Withdrawal Form indicating that all books, materials, laptop, and all other equipment have been returned to the school, and that the school has received payment for any lost or damaged items.

APPENDICES - LEARN DISTRICT POLICIES

Additional information about our school can be found on the LEARN district website. Please use the following links to access our district policies on the topics below:

Policy Number	Policy Name	Policy Revision Date	Attached Procedure Update
5004	Non-Discrimination	10/14/2021	<u>10/14/2021</u>
5005	Sex Discrimination and Sexual Harassment (Students)	12/10/2020	12/10/2020
5006	Student Harassment Policy	09/14/2000	<u>05/30/2000</u>
5007	Bullying	02/12/2015	09/16/2018
5113	School Attendance	06/13/2019	<u>11/11/2010</u>
5113.2	<u>Truancy</u>	06/13/2019	06/13/2019
5114	Promotion/Acceleration/Retention	09/11/1997	
5115	Exclusion from School for Disciplinary Purposes	03/14/19	3/23/22
5117	Homework	11/13/1997	
5118	Home to School Communication	09/09/2010	<u>09/09/2010</u>
5119	Homeless Children and Youth	11/09/2017	01/18/2019
5125	Student Records: Confidentiality	11/08/2018	11/08/2018
5131	Substance Abuse	09/11/1997	<u>09/11/1997</u>
5133	Dangerous Weapons in the Schools	09/11/1997	

5141.10	Administering Medicines to Students	01/13/2005	<u>03/12/1992</u>
5141.11	Child Abuse	04/12/2018	04/12/2018
5141.213	Naloxone(Narcan)	04/12/2022	04/12/2022
5141.8	Face Masks/Face Coverings	11/12/2020	11/12/2020
5142	Youth Suicide Prevention and Intervention Policy	1989	1989
5143	Field Trips	04/10/2003	04/10/2003
5144	Use of Physical Restraint/Seclusion	03/14/19	
5145	Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990	03/14/19	08/26/2021
5145.511	Sexual Abuse and Assault Awareness and Prevention	12/09/2021	
5146	Do Not Resuscitate Orders	06/08/1995	<u>06/08/1995</u>
5147	Cooperation with Policy Authorities	09/11/1997	
5148	Questioning of Students by Police	09/11/1997	
5149	On-Campus Recruitment	2/10/2022	
5150	Pledge of Allegiance	09/12/2002	
5151	Use of Beeper (Paging Devices)/Cellular Telephones	11/14/2002	

5152	Searches	11/10/2004	
5153	Student Surveys	12/14/2006	
5154	Computer Use, E-Mail, and Internet Policy	01/12/2012	
5155	Students with Special Health Care Needs	12/11/2014	
5156	Use of Automatic External Defibrillators (AEDs)	12/11/2014	
5157	Assessments and Immunizations	12/11/2014	
5158	Psychotropic Drug Use	12/11/2014	
5159	Health Screenings	12/11/2014	
5160	Communicable/Infectious Diseases	12/11/2014	
5161	Student Health Services	05/14/2015	
5162	Students/Staff with HIV, ARC (AIDS Related Complex) or AIDS	05/14/2015	
5163	Student Safety	05/14/2015	
5164	Health Records	05/14/2015	
5165	Emergency Care in School for Students	05/14/2015	

<u>Policy Number</u>	<u>Policy Name</u>	<u>Policy Revision Date</u>	<u>Attached Procedure Update</u>
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<u>6115</u>	AIDS	<u>04/12/1990</u>	
<u>6116</u>	Instruction Materials: Provision/Selection/Care	<u>05/10/2001</u>	
<u>6117</u>	Title I Parent Involvement	<u>12/12/2003</u>	12/12/2003
<u>6118</u>	Student Nutrition and Physical Activity: Student Wellness	<u>06/13/2019</u>	<u>12/13/2018</u>
<u>6119</u>	Physical Education: Health and Fitness Curriculum	<u>04/10/2014</u>	
<u>6120</u>	Controversial Issues	<u>06/14/2007</u>	
<u>6121</u>	Virtual High School: Online Coursework	<u>02/09/2012</u>	
<u>6122</u>	Graduation Requirements	<u>12/13/2018</u>	<u>12/13/2018</u>
<u>6159</u>	Special Education/Planning and Placement Teams	<u>2/10/2022</u>	