

CREC Academy of International Studies

An IB® World School



2025-2026

Parent-Student Handbook



(860) 242-7834
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<https://inter.crecschools.org/>

Executive Director of CREC: Dr. Greg Florio
Superintendent of CREC School: Mr. Tim Sullivan
Principal: Mrs. Yesenia Hernandez
Assistant Principal: Mr. Thomas Craig
Assistant Principal: Mrs. Jennifer Rizzo
Dean of Students/Middle School: Mr. Ben Simon
Dean of Students/High School: Ms. Raynette Holmes

IB Coordinators
Middle Years Programme Coordinator: Mrs. Emily Wright
Diploma Programme Coordinator: Mrs. Stacey Pagliaro

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Mr. Thomas Craig
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Non-Discrimination Notice

The CREC Academy of International Studies does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices.

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

CREC Academy of International Studies 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 a violation of child abuse legislation and warrant Department of Children and Families (DCF) intervention.

The following individual is the coordinators for Title II (disabilities), Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabilities): Thomas Craig (860)242-7834

<p style="text-align: center;">Commission on Human Rights and Opportunities 21 Grand Street Hartford, Connecticut 06106 Telephone: (860) 541-3400 Toll Free (CT): 1-800-477-5737 1-800-477-5737</p>	<p style="text-align: center;">Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont Office for Civil Rights-Boston Office U.S. Department of Education 8th Floor 5 Post Office Square Boston, MA 02109-3921 Telephone: (617) 289-0111 Facsimile: (617) 289-0150 Email: OCR.Boston@ed.gov</p>
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Dear Students and Families

Dear Students and Family Members of the CREC Academy of International Studies Community:

Welcome to the 2025-2026 school year! We look forward to a year of commitment, hard work, and successes. Working in partnership with our International community, we will build on our past successes and identify areas in which we can continue to grow in the future. As a school, we are committed to working closely with our students and families. Beginning with the guidelines outlined in this handbook, we strive to create a culture of high expectations, behaviorally, socially, and academically.

At the CREC Academy of International Studies, one of our themes is **Choose Excellence**. It represents the power and agency that we each have in crafting our paths. We make choices in each moment and, at all crossroads, encourage each member of our community to choose to be excellent. We will do so in how we present ourselves, in the quality of our academic work and our work in our communities. We will choose excellence by exemplifying the learner profile in our daily lives and striving to always exceed our personal best.

At the beginning of each year, we invite parents to communicate proactively with teachers and administrators at International. Through the development of strong home-school partnerships, we can ensure that each student has the support and accountability to reach new heights. We will communicate regularly throughout the school year regarding student progress and community activities.

Parents and students are asked to read this handbook together. We ask those of you who are returning to International, as well as those of you who are new families, to take the time to learn about and discuss school policies as well as our IB initiative. Each year we refine policies and practices to ensure that we continue to raise the bar and push ourselves to be excellent, so please be sure to carefully review. We encourage and expect all members of our community to uphold the norms articulated within the handbook.

Please read and sign the **Acknowledgement of Review of the Student and Parent Handbook** to verify that you have read and understood the contents of the Parent-Student Handbook. **Please return this form to school within the first two weeks of school and don't hesitate to contact us with any questions about the handbook.**

We look forward to a great year!

Mrs. Yesenia Hernandez, Principal
Mr. Thomas Craig, Assistant Principal
Mrs. Jennifer Rizzo, Assistant Principal
Ms. Raynette Holmes, Dean of Students of the High School
Mr. Benjamin Simon, Dean of Students of the Middle School
Mrs. Emily Wright – Middle Years Programme Coordinator
Mrs. Stacey Pagliaro - Diploma Programme Coordinator
The Faculty and Staff of the CREC Academy of International Studies

School Contact Information

School Phone Number: 860-242-7834

Role	Name	Phone extension	Email
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Assistant Principal - High School	Thomas Craig	2315	tcraig@crec.org
Assistant Principal - Middle School	Jennifer Rizzo	2319	jrizzo@crec.org
Dean of Students—High School	Raynette Holmes	2309	raholmes@crec.org
Dean of Students—Middle School	Benjamin Simon	2308	bsimon@crec.org
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Administrative Assistant	Cindy Agosto	2316	cagosto@crec.org
Administrative Assistant	Taniesha Mendez	2305	tmendez@crec.org
School Nurse	Michelle Moss	2306	mmoss@crec.org
LPN	TBD	2380	TBD
MYP Coordinator	Emily Wright	2325	ewright@crec.org
DP Coordinator	Stacey Pagliaro	2357	spagliaro@crec.org
Family & Community Engagement Coordinator	Shontay Gibson	2394	sgibson@crec.org
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Athletic Coordinator	Jon Winer	3611	jowiner@crec.org
HS Faculty Manager	Chaylyn Martin		cmartin@crec.org
MS Athletics Faculty Manager	Ryan Aeschilman		raeschliman@crec.org



**Acknowledgement of Review
of the Student and Parent Handbook**

Please sign and return to International by September 10, 2025. The handbook will be sent electronically and will be posted on the International website.

Be sure to carefully review International’s Family and Student Handbook, including International’s policies regarding:

- Academics / International Baccalaureate
- Assessment
- Attendance
- Bullying
- Code of Conduct
- Dress Code
- Electronics
- Technology

Any questions about information within the handbook can be directed to your child’s Dean or Assistant Principal.

My child _____ and I have reviewed the Student and Parent Handbook and we are committed to the collective expectations of the CREC Academy of International Studies.

Date

Grade Level

Parent Signature

Student Signature



International Baccalaureate World School

The CREC Academy of International Studies is an authorized International Baccalaureate® World School, and it offers the Middle Years Programme in grades 6-10 and the Diploma Programme in grades 11 and 12. We believe that these programmes are at the heart of our mission and will guide our students as agents of change, creating a better and more peaceful world.

International Baccalaureate® World Schools share a common philosophy:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

For more information, visit: www.ibo.org.

Middle Years Programme (MYP) Overview:

The IB Middle Years Programme (MYP), for students aged 11 to 16, is designed as an inclusive, whole-school programme by the International Baccalaureate (IB), a not-for-profit organization supporting the education of more than 1 million students every year in over 5,000 schools in 156 countries.

At the core of all IB Programmes is the Learner Profile, 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

In the MYP, students study 8 subject groups, with a minimum of 50 teaching hours per subject group each year.

The MYP: A unique approach, relevant for a global society

The MYP aims to help students develop their personal understanding, their emerging sense of self, and responsibility in their community. MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally-minded.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying the skills help students learn how to learn.
- **Service as action (community service).** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, and provide stepping stones toward the Diploma Programme’s core requirements for Creativity, Activity and Service (CAS).
- **Language and identity.** MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.
- **The personal project,** for students completing the programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

Diploma Programme (DP) Overview:

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups leading to an assessment programme recognized around the globe for college and university acceptance and course credits
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, activity and service.

More information is available at <http://www.ibo.org/dp/>.

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CREC Magnet Schools District Calendar 2025-2026

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

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

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

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

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

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

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

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

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

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

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

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

Important Dates

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

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

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



A View of the Culture, Curriculum and Collective Expectations of International

The CREC Academy of International Studies (International) is a Capitol Region Education Council (CREC) Magnet middle and high school (grades 6-12) enrolling students in partnership with districts throughout the capital region. The CREC Academy of International Studies is an authorized International Baccalaureate® World School. International is authorized to offer the five-year Middle Years Programme and the two-year Diploma Programme.

International provides a systems-based approach curriculum to teaching international studies. This approach is one that teaches students from diverse backgrounds to appreciate their similarities and differences while preparing them for the best colleges and success in their careers in the international workplace. At every grade level, there is an interdisciplinary team of teachers who work to ensure that students are supported as they develop as global learners.

At the CREC Academy of International Studies, we look at everything we do through the eyes of the learner as our students evolve into world citizens. Our partnership approach – among educators, students, and parents – is designed to empower students to discover their passion and place in their many communities, from local to global.

Our nationally recognized global-systems curriculum emphasizes cross-cultural awareness, knowledge of the global dynamic, state of the planet awareness, and understanding of the consequences of human choice. The philosophy, assessment, and curriculum, especially in terms of its alignment with the International Baccalaureate standards and practices, prepare students to meet the world as prepared and thoughtful global citizens. Learning is enhanced through hosting of international visitors and foreign exchange students. International students apply their classroom experiences through service as action, field studies, personal project and senior capstone projects.

Based on current research, high performance standards, infused emerging technology, and the study of world languages and cultures, International is dedicated to meeting the challenges of the 21st Century. Feedback and reflection are an integral part of the culture of the school, thus enhancing learning and personal growth, through the further development of each student's intrapersonal and interpersonal skills.

International has been recognized as a National Magnet School of Distinction and National Magnet School of Excellence. International was named by the US Department of Education as one of the most successful magnet schools in America.

Capital Region Education Council Guiding Beliefs

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

Our mission is to ensure equity, excellence, and success for all through high-quality educational services

CREC core values:

- **Expect Excellence**

- **Demand Equity**

- **Act with Courage**

➤ **Embrace Collaboration**

CREC Academy of International Studies

Vision

Demanding Equity, Fostering Inquiry, Developing International Leaders, Promoting Excellence for all

Mission

The mission of the Academy of International Studies is to develop students who are internationally-minded leaders that take action for a better and more peaceful world. We are committed to providing equity, excellence, and success for all through high-quality educational services.

Core Values are...

Equity
Inquiry
Leadership
Excellence

We Believe...

Equity is embracing values that ensure fairness and justice
Inquiry is empowering student voice, choice, and ownership
Leadership is motivating and inspiring people towards change
Excellence is always striving to be better and to do better

Expectations for the CREC Academy of International Studies

The CREC Academy of International Studies program will:

- Provide a challenging curriculum enabling students to pursue a competitive post-secondary education
- Provide the necessary skills and content instruction to ensure student achievement, including standardized tests.
- Provide an intensive Language Acquisition program (Spanish and French) with a functional oral proficiency in a second language
- Foster an interdisciplinary, thematic, and performance-based/project learning approach to content learning and assessment
- Infuse technology into teaching and learning
- Provide students with an extensive variety of enrichment activities and high school electives that enhance the school's philosophy
- Provide students with the advantages of business, nonprofit organizations, and university partnerships
- Provide students with a global perspective on issues confronting society
- Provide a forum for sharing the vibrant and diverse cultural heritage of this region as well as the world
- Provide time for purposeful feedback and reflection
- Cultivate student leadership and advocacy

International Expectations for Parents and Families

Parents/guardians will:

- interact with the school in a positive manner to support the child in his/her personal and academic growth.
- stay in continual contact with the school and respond to school requests in a timely manner.
- work with the school to send clear and consistent messages to the child regarding school policies and procedures.
- ensure that students attend school on a regular basis and arrive on-time to school each day prepared to learn

Academic Honesty Policy

Academic honesty is a vital part of the International community. International fosters a learning environment where students gain an understanding of and appreciation for the values of academic honesty and personal integrity as defined in our school's mission statement and the IB Learner Profile.

Academic honesty requires students to be principled. That is, they take responsibility for completing work that is reflective of their own academic honesty and personal integrity and show respect for the dignity of others and the rights of people everywhere. Upholding academic honesty ensures that all students have equal opportunity to be inquirers and thinkers (two of the learner profile traits) as they explore ideas, demonstrate their knowledge and skills, and frame future interactions, choices and decisions with what they have learned. In short, academic honesty requires learning and practice in order for students to be prepared to act with “integrity and honesty (from the IB learner profile, “principled”):

“The key is to guide [students] in building an understanding that using other people’s work is acceptable, but honesty requires them to explicitly give credit to the original author” (from Academic honesty in the Middle Years Programme, 2016).

“[Students] should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding, and thinking transparent” (from Academic honesty in the Diploma Programme, 2016).

At International, students develop the understanding and skills necessary to learn and create while maintaining academic honesty. All students are expected to:

- Make their work personal and use their own “voices” in their work;
- Know how to conduct research and to manage time so that work gets done properly;
- Know how to acknowledge sources and help used;
- Understand what constitutes academic misconduct;
- Know the consequences of academic misconduct;
- Ask for help from teachers when needed; and
- Act in a responsible and ethical manner throughout the IB experience.
- Provide students with an understanding for the unique challenges and barriers faced by individual students and maintain systems of support needed to overcome those barriers and have an equal opportunity for success.

Misconduct during standardized (SBA, PSAT, SAT, AP) and IB examinations:

- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behavior during examination
- For IB examinations only: Disclosure of information about the content of an examination paper within 24 hours after a written examination

Student Responsibilities

- Know, understand, and adhere to the IB expectations for academic honesty
- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.

- Reference in the text all material reproduced directly (copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information. Sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites and images.
- If any idea or argument of someone else's work is used, give that individual credit, either in footnotes or in the text in parentheses.
- Procrastination and sloppy research techniques can lead to inadvertent plagiarism. When taking notes, be sure to put information copied directly from a source in quotations. It is always better to read the material, think about it and then write the information in your own words. This will make inadvertent copying less likely to occur. Thoughtful research takes time, so plan and do not procrastinate.
- Common knowledge is knowledge known by everyone or nearly everyone, generally in reference to the community to which you are writing or presenting. Common knowledge does not need to be cited. When in doubt, it is always better to cite your sources.
- Be on the safe side. Having too many footnotes, while not the most desirable in appearance or readability, is not academically dishonest; on the other hand, if someone else's work is not acknowledged that is plagiarism.
- Intentions are not relevant in judging whether or not something has been plagiarized. If credit is not given where credit is due, plagiarism has occurred. Therefore, be sure to cite sources in order to avoid plagiarism.

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning. Students may be penalized with a failing grade for the assignment or assessment, the semester, or the year. Academic misconduct identified by the IB Organization may also result in the loss of the IB Diploma.

Steps taken in the case of academic misconduct

- Investigation of misconduct
- Student(s) conference with the teacher regarding the incident
- Referral of the infraction to the administrative team (IB Coordinator, Dean, Assistant Principal, and/or Principal)
- Conference with the student, parent(s), teacher and administrative team
- Documentation of incident for student file and appropriate parties notified (IBO, prospective colleges, etc.)
- Recommendations for further study on appropriate referencing process and ethical behavior

Level 1 Offense

Violations will be handled by the teacher in the classroom. Students who are caught engaging academic dishonest activities will receive a grade of "F" or 0 for the submitted assignment, paper, test or quiz. Parents will be contacted. Students will receive an extended detention to review academic honesty policy.

Level 1 violations include (but are not limited to)

- Copying or allowing another student to copy any assignment.
- Looking at another student's answers during a test or quiz.
- Taking materials from another source that is not properly credited or cited.
- Using notes and talking to another student during a test or quiz.
- Working on an assignment with others that should be done by individuals.
- A second Level 1 violation will be considered a Level 2 violation and will be dealt with accordingly.

Level 2 Offense

Violations will be handled by the teacher and administrative team. Parents will be contacted. Students will receive no credit for the submitted work and will be assigned a Saturday detention.

Level 2 violations include (but are not limited to)

- Taking papers straight from books, periodicals, newspapers or the internet.

- Using electronic device to receive or give questions and answers on a test or quiz.
- Submitting the same piece of work for more than one class.
- Copying entire papers from another student.
- Students who are found guilty of Level 2 violations will not be eligible for National Honor Society membership for the next round of inductions.

Level 3 Offense

Violations will be handled by the administrative team. Consequences would include (but not be limited to) the student receiving a failing grade for the submitted work and an assigned in-school suspension.

Level 3 violations include (but are not limited to)

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

Accreditation

The CREC Academy of International Studies is an authorized International Baccalaureate® World School. International is authorized to offer the five year Middle Years Programme and the 2 year Diploma Programme.

Add/Drop Policies for International Classes

When a student wants to change classes by adding or dropping a class, the changes must take place **within the first FIVE days of the semester** and the following procedure must be followed:

- Pick up an Add/Drop form from the Guidance Office.
- Have the form signed by the requisite people.
- When all the signatures have been procured, bring the form back to guidance.
- The student attends the new course when all is complete.

Assessment Policy

Our core beliefs about assessment

International's philosophy and policies about assessment have been shaped by the CREC mission and vision, our own beliefs and experiences as International educators, and the standards and practices of the IB® Middle Years Programme.

First, we believe that assessment, like all parts of the learning process, empowers students to become independent and capable learners and citizens. Through assessment, students are able to:

- recognize their learning styles and ways they can grow in other styles;
- understand that cultural experiences and expectations influence how they and other individuals learn;
- prepare for different types of learning and performing in ways that make sense for success;
- reflect on their preparation and performance so that they can identify areas of strength and areas for growth and improvement; and
- expect and provide constructive, useful, timely feedback from (and to) teachers and peers – and use feedback to improve their future performances.

These beliefs dovetail with the IB Middle Years Programme’s assessment aims. Specifically, these aims are that assessment at IB World Schools should:

- support and encourage student learning by providing feedback on the learning process;
- inform, enhance and improve the teaching process;
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments;
- promote positive student attitudes towards learning;
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
- promote the development of critical- and creative-thinking skills;
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts; and
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

As a result of basing our assessment policy on these beliefs and aims, *how* we assess at International is different from how other secondary schools assess students.

Assessments Defined

At International, we believe that “assessment” means more than tests and quizzes and scores. Instead, we define “assessments” more broadly, as important tools in developing students’ skills and knowledge. They provide valuable feedback to students, parents, and teachers about students’ progress throughout the learning process.

We distinguish between two types of assessment, formative and summative:

<p>Formative assessment is assessment <i>for</i> learning.</p> <p>Formative assessments are used by teachers and students as evidence for: deciding how students are doing in their learning, what they still need to accomplish, and how they can achieve it.</p> <p>Formative assessment might include practice or rehearsal of skills students will need to perform on summative assessments.</p>	<p>Summative assessment is assessment <i>of</i> learning.</p> <p>It is used to evaluate student achievement. In other words, it is what you probably know assessment to be: a way to measure how much a student learned during a period of study.</p> <p>Summative assessments might include tests or papers, but they could also include projects, presentations, or other creative ways for students to convey their learning.</p>
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Assessment in Action at International

The single most important aim of MYP/DP assessment is to support and encourage student learning. This means that teachers gather and analyze information on student performance and provide feedback to students to help them to be empowered to improve their performance. It also means that students have a responsibility to evaluate their own progress using self-assessment and reflection. Through all of this, students develop effective critical-thinking and reflection skills.

Assessment in the MYP/DP is called a **criterion-related** model. Student work is assessed against criteria, or broad skill areas, in each subject. Every subject at International has four criteria for assessment; for each individual criterion, the highest level of achievement is 8.

Key Points

1. Assessment at International is criterion-related; however, the MYP and DP use different subject- specific criteria and descriptors for achievement on criterion rubrics.
2. Percentages are not used in criterion-related assessment, and therefore are not used at International. Levels of achievement in assessment criteria, therefore, do not translate to percentages.
3. Extra credit and class participation grades are not used in criterion-related assessment, and therefore are not used at International. Instead, a “Commitment to Learning” (CTL) score is determined for students in each course. This CTL score reflects a student’s work habits and attitudes in each course.
4. Formative assessment is used for *practicing* skills, learning content, and developing understanding. Summative assessment is used for *showcasing* mastery of skills, content, and understanding.
5. For the MYP, students are provided with their own copies of MYP criteria for each subject and year. These rubrics are used to assess formative work. For summative assessments, teachers tell students in advance which criteria will be assessed, and provide students with task-specific rubrics that clarify how the criteria apply to the task.

Task-specific assessment rubrics are developed and applied to all summative assessment tasks. These rubrics should link the subject criteria’s level of achievement descriptors with task-specific clarifications. The final level of achievement for both MYP and DP courses is 7.

- a. Each subject’s four criteria have a maximum level of eight, as does the “formative performance” category.
- b. To determine the level of achievement (grade) in a given course, add up a student’s levels of achievement in each criterion and the formative performance category. Then, apply the International grade boundaries to that total to determine the final level out of seven.
- c. Final levels of achievement in grades are determined using a best-fit model.

Progress Reports and Report Cards

Student progress is reported eight times per academic year: four times via progress reports, and four times via report cards. Progress reports are issued in October, December, March, May, while report cards are issued at the end of each academic quarter (November, late January-early February, April, June). The quarter 1 progress report only reports details regarding the students’ commitment to learning(CTL). Whereas quarter 2-4 report cards report on the following: academic learning and commitment to learning (CTL).

MYP and DP Subject Criteria

MYP subject criteria	A	B	C	D
Language & literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language

Individuals & societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigate	Developing skills	Create/Perform	Evaluate
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

DP subject criteria	A	B	C	D
Group 1: Language and Literature (Literature, Language & Lit)	Understanding and interpretation	Appreciation of writer's choices	Organization and development	Language
Group 2: Language Acquisition (Spanish, Chinese)	Oral productive skills	Interactive and receptive skills	Language: writing	Using language in writing and speaking
Group 3: Individuals and Societies (History, Global Politics)	Knowing and understanding	Application and analysis	Synthesis and evaluation	Use/Application of appropriate skills
Group 3: Individuals and Societies (Business Management)	Knowing and understanding	Application and analysis	Synthesis and evaluation	Communication and methods
Group 4: Experimental Sciences (Chemistry, Biology, Environmental Systems and Societies)	Knowing and understanding	Inquiring and designing	Processing and evaluating	Communication in science
Group 4: Experimental Sciences (SEHS)	Knowing and understanding	Planning for performance	Applying and performing	Reflecting on and improving performance
Group 5: Mathematics (Mathematics, Mathematical Studies, Applications and Interpretations, Approaches and Analysis)	Knowing and understanding	Technology and inquiry	Communication and reasoning	Problem-solving
Group 6: The Arts (Visual Arts, Music)	Knowing and understanding	Developing skills	Thinking creatively	Responding
Theory of Knowledge	Identifying and understanding	Knower's perspective	Analysis of knowledge issues	Organization of ideas

International Final Grades and Descriptors

In order to better support students as they develop effective work habits and reflective practices, an additional category for assessment, called “Formative Performance,” has been added to International assessment.

This category reflects students’ scores on selected formative assessments, so that students, parents, and teachers get a better “snapshot” of a student’s academic performance in their courses. The subject criteria (Criteria A-D) for courses have not changed at all.

Similar to the criteria in each subject, formative performance will have a maximum achievement level of eight, and the “formative performance” score will be included in a student’s academic grades in the following way in each course:

Criterion A	Summative scores (8 pt. rubric)
Criterion B	Summative scores (8 pt. rubric)
Criterion C	Summative scores (8 pt. rubric)
Criterion D	Summative scores (8 pt. rubric)
Formative Performance	Best fit of selected formative work (8 pt.)
Total	40 points

Then, overall, academic grades are determined based on the following chart:

FINAL GRADE BOUNDARIES		
(To determine an overall grade in a given course: add up a student’s scores in each of the four criteria and the formative performance category, and find that total in the “Boundary Guidelines” column in this chart. Then, look to the left (the “Grade” column) to see the overall course grade.)		
Grade (GPA)	Boundary Guidelines	Descriptors
1 (F)	1-6	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking around course content and skills. Very inflexible in the use of knowledge and skills.
2 (F)	7-11	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking around course content and skills. Generally inflexible in the use and application of knowledge and skills.
3 (D)	12-17	Produces work of acceptable quality. Communicates basic understanding of many concepts and contexts, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking around course content and skills. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4 (C)	18-23	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking around course content and skills. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5 (B+/B)	24-29	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication, around course content and skills. Uses knowledge and skills in familiar classroom and real-world situations and, with support, in some unfamiliar real-world situations.

6 (A-)	30-34	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication, around course content and skills. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7 (A+/A)	35-40	Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking around course content and skills. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

International/IB GRADE	LETTER GRADE	GPA CONVERSION (REG., HONORS, AP)
7	A/A+	4.3/4.55/4.8
6	A-	3.8/4.05/4.3
5	B+/B	3.1/3.5/3.6
4	C	2.2/2.45/2.7
3	D	1.1/1.35/1.6
2	F	0
1	F	0

International Commitment to Learning Rubric

At International, we believe that it is important that students and parents be provided a *Commitment to Learning* (CTL) score for each course. **This CTL score reports on the development of the skills that help students “learn how to learn,” such as communication, social, self-management, research, and thinking skills.** Reporting on these skills’ development may shed light on a student’s successes or struggles within a course.

COMMITMENT TO LEARNING RUBRIC		
0	<i>The student does not exhibit any of the descriptors.</i>	The student: <ul style="list-style-type: none"> ● Completes assignments. ● Comes to class on time. ● Is organized and prepared. ● Is engaged and focused. ● Exhibits a positive attitude. ● Collaborates and communicates respectfully. ● Uses feedback to improve performance. ● Reflects upon learning and growth. ● Exhibits academic honesty.
1	<i>Rarely, and with intensive teacher intervention:</i>	
2	<i>Infrequently, and with regular teacher intervention:</i>	
3	<i>Occasionally, and with some teacher intervention:</i>	
4	<i>Generally, and with some teacher intervention:</i>	
5	<i>Usually, and with minimal teacher intervention:</i>	

6	<i>Usually, and without teacher intervention:</i>	<ul style="list-style-type: none"> • Demonstrates sensitivity to and respect for different cultures and beliefs.
7	<i>Consistently, and without teacher intervention:</i>	

PowerSchool Parent Portal

Parents with internet access can view pertinent information on their child including grades, attendance and teacher comments, using the PowerSchool parent portal. Teachers will update the grades in PowerSchool (<http://crecpowerschool.com/public>) weekly.

Class Rank

CREC Magnet Schools do not publish a class rank. Upon request, information can be provided directly to colleges, scholarships, employers, and community partners to support both college and career readiness.

Weighted Grades

The curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty

Weighted Quality Points:

- A. Independent Study shall be an unweighted course.
- B. A student's transfer grades from other schools shall be evaluated by the Principal or designee in accordance with the established criteria so that all grades will be included in the student's quality point average.

Honor Roll

- Honors – minimum GPA of 3.0 and no grades of 1, 2, or 3
- High Honors – minimum GPA of 3.5 and no grades of 1, 2, or 3
- Honors with Distinction – minimum GPA of 4.0 and no grades of 1, 2, or 3
- A Principal award is given to the students with the highest GPA in each class

Athletics

Middle School

Middle School Sports will be held 4 days a week. Participation in the program is guided by CREC's Athletics Handbook. All students and parents/guardians will be required to review expectations before a child is able to participate.

High School

All existing Academy of International High School Sports are Varsity Level sports and will be held at International or a designated field/location. The high school football program is a co-op and practices and games will be held at CREC Computer Science and Engineering. Participation in CREC Colts will be open to students from CREC Academy of International Studies who meets the Athletic Requirements and transportation to Computer Science will be provided. Other co-ops for the 2022-2023 school year include co-ed Golf and Girls Basketball with Bloomfield High School, Girls Soccer with CREC Academy of Aerospace and Engineering and Boys Baseball with East Windsor.

Academic GPA requirements/Policy for both Middle School and High School

In order for a student athlete to be eligible for a sport, he/she must have met the International eligibility. Eligibility for the first quarter is based on fourth quarter grades from June of the previous school year. Students must have a C average or better to participate in games/meets/matches (IB conversion= 2.2). If a student fails one course, he/she may still be eligible, as long as the C average is maintained. **However, if a student fails two courses, he/she will not be eligible, regardless of grade average.** Students with a 1.7 are eligible to apply for academic probation and to participate in practices ONLY until report cards post for the next quarter and GPA's are reviewed again. **Students must complete an academic probation plan and submit it to the International Athletic Coordinator.**

Freshman and incoming 6th Graders are exempt from this for the start of the Fall Season ONLY

For all other seasons, students must have a GPA of 2.2 from the previous quarter to be eligible to participate in games/meets/matches. Students with a GPA of 1.7 who are granted academic probation may participate in practices ONLY until report cards post for the next quarter and GPA's are reviewed again.

Requirements/Policy for Both Middle School and High School

- There is a MANDATORY Parent Meeting at the beginning of each season. Parents must attend to receive required information about safety as well as from the coaching staff. This meeting must be attended for each season an athlete plays, as it is vital that parents meet with coaches to receive vital information, expectations, and schedules for the upcoming seasons.
- In order for a student to be eligible to play at sport at either the Middle School or the High School level, all equipment/uniforms/etc. from the previous season need to be returned or paid for. Athletes are responsible to take care of and return school issued items in good condition or to reimburse the school for damaged items before participating in another sport. A student will not be permitted to try out for another sport until all items are settled.

Behavior

If there is disciplinary action on a school day, i.e. In School Suspension or Out of School Suspension (ISS/OSS) or an After School Detention – **athletes are NOT permitted to participate in nor observe practices or games as spectators.** Athletes will be asked to go home via bus/pick up. If this is a reoccurring issue, this is grounds for dismissal from a team.

Attendance

Students must be present 60% of the school day to be marked present for the school day. Late students who miss more than 40% of the school day require a parent's excuse to enter the building. However, these students will not be eligible to play or practice if involved in sports.

Physicals

The International Nursing Staff will be able to provide routine Sports Physicals during the school year for those students who are enrolled in the School Based Health Center. Please contact the Nurses' office to schedule an appointment if needed.

Sports Forms

School announcements are made prior to the end of the school year and before each season informing students and parents of the procedure for students to sign up for a particular sport. Sign-Ups occur in the cafeteria during lunch waves. Students and parents/guardians must complete and return the required Athletic Participation Forms prior to a student being allowed to participate. As a reminder, medical clearance is required each school year in order to participate in the athletic program. **A current physical (valid for 13 months) must be on file in the nurse's office to be eligible to play.**

Sport Offerings

No students will be allowed to participate in the sports program without proper medical clearance from the School Nurse. (See: Parent Consent/Permission Form & Blue Health Assessment Record needed for Physical Exam.)

SEASON	HIGH SCHOOL	MIDDLE SCHOOL
FALL (Sept-Nov)	Coed Cross Country Coed Golf Boys Soccer Girls Soccer Girls Volleyball Football	Coed Cross Country Boys Soccer Girls Soccer Girls Volleyball
WINTER (Dec-Mar)	Boys Basketball Girls Basketball Coed Indoor Track	Boys Basketball Girls Basketball Coed Indoor Track
SPRING (Mar-June)	Baseball Softball Coed Track and Field	Baseball Softball Coed Track and Field

Contact the International Athletic Coordinator for any athletic questions/forms/needs.

Incomplete Grades as per CIAC regulations

Incomplete grades are not to be considered as passing grades. *Scholastic incompletes must be made up within ten (10) school days following the date that student eligibility was determined for the respective marking period. If there are questions about grades, please contact your guidance counselor.*

Appeal Process – Due Process

In the event a student-athlete or parent/guardian has a concern, an appeal should be submitted in writing within five (5) days and addressed in the following order:

1. Athletic Director/ Principal or Designee– the Athletic Director/Principal will then investigate the concern and render a decision within five (5) school days. The student/parent or guardian will be notified in writing of the decision.
2. Assistant Superintendent – In the event the student/parent or guardian is not satisfied with the decision rendered in step 1, the student/parent or guardian should file an appeal in writing within five (5) days of the previous decision with the Assistant Superintendent. The Assistant Superintendent will then investigate the concern and render a decision within five (5) school days. The student/parent or guardian will be notified in writing of the decision. The Assistant Superintendent will render the final decision in the matter.

Attendance and Tardiness

Reference CREC [Policy 5113](#) (See CREC Policy/Regulation Appendix pg 88)

Students are expected to arrive to school on time. Daily attendance is expected at International. When an absence is necessary, **the parent/guardian must notify the school by calling the main office or leaving a message. If a call has not been made, students are required to present a written excuse signed by a parent/guardian, to the main office on the day they return to school.**

Any student arriving late will be required to have a parental excuse note stating the reason for the tardiness. (Exception: late bus arrival). Tardiness to school will be monitored daily and will be tracked. Excessive tardiness to school will result in disciplinary action, which may include after school detention, Saturday school detention or school suspension. **Please**

note that there are very few reasons that students will be excused for tardiness. Those reasons include scheduled appointments or bereavement issues. **Students who miss the bus and are transported to school by parents will not automatically be excused.** Students who miss more than 40% of the school day are officially absent for the day. Late students who miss more than 40% of the school day require a parent's excuse to enter the building. However, these students will not be eligible to play or practice if involved in sports. Parents who routinely transport their students to school should be aware that tardiness will not be excused.

All Early Dismissals shall be prearranged by parents. Parents or designees **must** come to the school office and sign out their child. Children will not be released to parents sitting out in the car.

Parents are asked to call the school no later than 1:45pm if a child will be picked up instead of taking the bus. Requests received after 1:45pm are not guaranteed to be delivered based on closing of the day procedures.

Absences

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

“A student is considered to be ‘in attendance’ if present at their assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent.” (CT State Board of Education)

The parent or legal guardian shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the sending school district offices. A student must remain in school until age 18, unless the child graduates or gets written consent from a parent/guardian on the sending district provided form to leave school at age 17.

Absences- How to report your child's absence from school

Regular attendance is essential for an effective school experience. It is, therefore, the responsibility of the student and parent/guardian, to maintain regular attendance. Students shall attend school regularly except under the following excused conditions (please see additional information in the Excused Absence section on the following page):

- personal illness,
- death or illness in the family,
- approved religious holidays,
- mandated court appearances.

In the event your child is to be absent, you **must call** the school at 860-242-7834 before the start of the school day and follow the prompts to leave a message in the attendance mailbox or email Internationalmainoffice@crec.org. Please include in your message:

- child's name
- reason for absence.
- illness-related absences should also be reported to the school nurse, Michelle Moss at mmoss@crec.org.

Should a child be absent and the school is not notified, an automated phone call will go out to the family. This absence will be considered “unexcused.” Parents/guardians should contact the student's teachers to request assignments for the student who must be out for several days after contacting the office.

A written note is required for all absences that exceed 4 consecutive days. Additionally, a doctor's note is required in order to return to school for all illness-related absences that require more than 4 consecutive days.

If a student is absent from school for the day or leaves school during the day due to illness, they will not be permitted to attend any after-school or evening activities that may occur on that school day.

Excused Absences

The CT State Board of Education establishes two levels of criteria for an absence to be considered an “*excused absence*.”

Level 1: absences one through nine **Level 2:** absences 10 and above

****Please note the required documentation needed for absences to be excused.****

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

Total # of Days Absent*	Acceptable Reasons for a Student Absence to Be Considered Excused	Documentation Required
One through nine	Any reason that the student’s parent/guardian approves	A phone call, email, OR a note
10 and above	<ul style="list-style-type: none"> ● Student illness, verified by a licensed medical professional, regardless of the length of the absence. ● Student’s observance of a religious holiday. ● Death in the student’s family or other emergencies beyond the control of the student’s family. ● Mandated court appearances (additional documentation required.) ● The lack of transportation normally provided by the district other than the one the student attends (<i>parental documentation is not required for this reason.</i>) ● Extraordinary educational opportunities pre-approved by District administration and in accordance with the Connecticut State Department of Education guidelines. 	Notify the school (phone or email) AND written documentation form**

Unexcused Absences

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

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

Leaving School Grounds/Release of Students from School

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration unless they have been approved as a student with Early Release privileges. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student’s parent or guardian. Children of single parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with a school administrator. The parent or guardian must sign out the student and pick up the student in the school office. If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian. Students leaving on their own must provide written permission from a parent or guardian or they will not be released.

Seniors can obtain an Early Release Form for the second semester, and must be approved by a parent, counselor and administrator. Forms are located in the Main Office.

Tardiness

Students who arrive late to school/class or who leave early cause significant disruption to the teaching and learning process, not only for all staff and students but also for the student who is arriving late or leaving early. Students who are not in their classrooms 10 minutes after the start of the school day/class are considered tardy. All students arriving late to the start of the school day must be accompanied by a parent or legal guardian and report directly to the office in order to sign in and receive an excused pass to go to class. If unaccompanied, a student will receive an unexcused pass. Additionally, if your child arrives 10 minutes after the start of the school day, breakfast may not be available upon arrival. A student who is repeatedly tardy may be considered truant. Further, students may be subject to disciplinary action if the principal determines that tardiness is excessive.

CLASS TARDINESS: Students have four minutes of passing time between classes, and are **expected to be in their classroom by the time the bell rings.**

Students who are not in the classroom will be **marked Tardy Unexcused in PowerSchool by the classroom teacher.** Tardy students will be escorted to the Inside Suspension room for the remainder of the period. A second time they are tardy the student will be held in the Inside Suspension room for the remainder of the day. A third time they are tardy the student will be sent home for the remainder of the day. Additional consequences will be at the discretion of administration.

Students are considered Tardy Unexcused after the bell to begin class has rung, unless they have a signed pass. At that point they will be marked Tardy Excused.

Students with 5+ Tardy Unexcused attendance marks within one school week will be considered excessively tardy and the student will receive a school consequence from their grade-level administrator, as well as a loss of Dragon Points. Parents can track their student's attendance through PowerSchool.

Bullying/Harassment/Hazing/Sexual Harassment/Cyber Bullying

Bullying

Reference CREC Policy 5131.911 (See CREC Policy/Regulation Appendix pg 88)

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

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

Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying.

Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action. A copy of the Safe School Climate Policy may be found at www.crecschools.org/International. The complaint procedure is also posted on the District's website and the school website.

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

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

Cyber Bullying

CREC's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purposes of harassment. All forms of harassment by students over the Internet, commonly referred to as cyber bullying, are unacceptable and viewed as a violation of state law and CREC's acceptable computer use policy and regulations.

Malicious use of International's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other anti-social behaviors are expressly prohibited. The legal definition of "Cyber bullying" is defined as 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.

"Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital photographs are taken or transmitted. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

Students and community members, who believe they have been the victims of such misuse of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the school administrator or CREC's Director of Technology Services.

The administration shall fully investigate all reports of cyber bullying.

In situations in which the cyber bullying 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 operations of a school. In addition, such conduct must also be a violation of a publicized school policy. Such conduct includes, but is not limited to, threats to kill or hurt a staff member or student.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyber bullying. **In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials, as mandated by state law.**

Hazing

Reference CREC Policy 5131.91 (a) (See CREC Policy/Regulation Appendix pg 88)

Students are prohibited from participating in any hazing activities. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any student organization.

Procedures for investigating claims of bullying/cyber bullying/harassment or hazing

1. The school accepts anonymous reports of bullying from students.
2. Parents or guardians may make written complaints to appropriate personnel.
3. Specific information must be included in written complaints-name, date, date of alleged bullying, name of alleged bully location where it occurred and a detailed statement of the circumstances.
4. Any person reporting bullying will receive a copy of the school's regulations and procedure.
5. All complaints are forwarded to the Safe School Climate Specialist or designee.
6. An investigation will begin and be concluded in a timely manner.
7. All possible witnesses will be interviewed (within reason).
8. The investigator will make a written report summarizing the investigation and propose disposition of the matter.
9. The complainant will be informed of the outcome of the investigation.

Sexual Harassment

Reference CREC Policy 5145.5 (See CREC Policy/Regulation Appendix pg 88)

Is strictly forbidden on school premises and during any school programs and activities. Peer sexual harassment is **any unwelcome physical or verbal conduct of a sexual nature, such as touching or grabbing or making sexual comments directed at a person because of his or her sex, which interferes with the ability of a student to receive an education.** Students are expected to treat their fellow students with dignity and respect at all times on school property and in school programs and activities and to refrain from unwelcome physical or verbal conduct of a sexual nature.

Disciplinary action will result from violations of this policy. Violations of this policy shall be reported to teachers or administrators. Students are encouraged to report sexual harassment immediately. School personnel will take prompt and fair action to investigate any report promptly and to take the appropriate measures to stop the sexual harassment.

Procedures for investigating claims of sexual harassment:

1. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.
2. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the Principal or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 - A. Name of the complainant
 - B. Date of the complaint,
 - C. Date of the alleged harassment,

- D. Name or names of the harasser or harassers,
E. Location where such harassment occurred,
F. Detailed statement of the circumstances constituting the alleged harassment.
4. Any student who makes an oral complaint of harassment to any of the above mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure.
 5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.
 6. All complaints are to be forwarded immediately to the Safe school Climate Specialist or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Executive Director.
 7. After receipt of any complaint, the Safe School Climate Specialist or designee handling the complaint shall promptly commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.
 8. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the Executive Director. The complainant shall be advised of the results of the investigation.
 9. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Human Resource Officer, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Human Resource Officer shall respond to the complainant, in writing, as soon as possible.

Hazing, bullying, harassment or sexual harassment of students or staff will not be tolerated. Any student who engages in an act that injures, degrades or disgraces another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

The CREC Academy of International Studies will not tolerate behavior that is initiated with the specific intent to intimidate or harass another person because of age, religion, ethnicity, gender or sexual orientation. In addition to school discipline procedure and notification of police, counseling sessions will be implemented with the perpetrator as well as the victim (CT P.A. #90-137). You may choose to reach a resolution by working with the school Guidance Counselor, Social Worker, or with one of the building administrators.

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 administration. To maintain a productive and positive learning environment, the Administration will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

Calculator Use

Middle School Mathematics

It is recommended that all students have access to a four-function calculator both in and out of the classroom. The Middle School Mathematics classrooms are equipped with Texas Instrument calculators (TI-34) and available for students during classroom instruction only. These calculators have been approved for State and CREC administered standardized tests. International suggests that students purchase their own calculator for independent practice outside of the classroom. Calculators will be available for purchase during the first month of school through the grade level teacher. The cost of the calculator will reflect a school purchase price.

High School Mathematics

It is highly recommended that all students have access to a graphing calculator both in and out of the classroom. In addition to its computational features, the graphing calculator is used as an investigative tool from Algebra to Geometry and Statistics, through Calculus. The High School Mathematics classrooms are equipped with Texas Instrument calculators (TI-84) and available for students during classroom instruction only. These calculators have been approved for State, SAT, ACT and IB administered standardized tests. International suggests that students purchase their own calculator for independent practice outside of the classroom. Using this technology on a regular basis helps students develop confidence in their skills, proficiency in computation and greater academic success. Students will be assigned a graphing calculator for in class use only. Students are responsible for and will be held liable if the calculator is misused or missing. Replacement cost of the calculator will reflect the school's purchase price

Code of Conduct

Reference CREC Policy 5162 Nondiscrimination (See CREC Policy/Regulation Appendix pg 88)

Our number one priority is to provide a safe and healthy environment in which students can learn and grow. All members of our learning community (students, faculty, staff, and parents) are expected to demonstrate appropriate behavior at all times. Our code of conduct uses common courtesy and respect as its foundation with the expectation that students will make informed and responsible decisions about their behaviors.

Students are responsible for conducting themselves properly in a respectful manner. International is responsible for students during the regular school day. This jurisdiction includes to and from school on the bus, any school-related activity, regardless of time or location, and any off campus school-related activity, regardless of time or location.

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

- Attending all classes and being on time.
- Being prepared for each class with appropriate materials and assignments.
- Being dressed appropriately in school code.
- Showing respect toward others.
- Behaving in a responsible manner.
- Paying required fees and fines.
- Abiding by the code of conduct.
- Obeying all school rules, including safety rules, and rules pertaining to use of Chromebooks, laptops and internet safety.
- Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense as a mandatory reporter.

During after school activities, students may not leave the building unless written permission is received by the administration from parents indicating that parents will pick up the students prior to the end of the activities. Once a student leaves an activity, he/she may not re-enter. Smoking/Vaping is not allowed at any school function. All school rules are in effect during after-school activity. At the conclusion of after-school activities, it is the responsibility of the parents to pick up their child in a timely manner.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive to the educational process and is violation of policy, even if such conduct occurs off-school property and non-school time including, (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

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

Safe School Climate Policy

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 ethnic background, the country in which they or their parents were born, their gender, sexual orientation or any characteristics they may have.

Equal Opportunity

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law. Carlos Figueroa is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Child Abuse

All school employees, including paraprofessionals, coaches of intramural or interscholastic athletics, teachers, principals, superintendents, and other professional school staff including school counselors, social workers, psychologists and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse or neglect to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use. Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect, a report will be made. The school will work with 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 treatments such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

Sexual Abuse Prevention and Education Program

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students 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.

Dangerous Weapons and Instruments

No guns, knives, tasers, or any other objects, including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. "Look-a-like" weapons which may evoke a response causing bodily harm are prohibited. 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 student found to possess a weapon on school grounds or

during a school activity will be expelled from school. Military paraphernalia or books depicting weapons are also prohibited in school unless they are part of an approved school research project.

Reference: PA 94-221 amended C.G.S. 10-233d and requires expulsion of a student who brings a deadly weapon to school.

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

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

Smoking

Smoking or use of tobacco products, electronic-cigarettes, electronic nicotine delivery systems or other vapor products or lighters on school property or at any school-related or school-sanctioned activity, on or off school property is prohibited.

Substance Abuse

As stated in the Code of 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 student in violation of this will be subject to the following disciplinary actions: Immediate suspension with required expulsion for up to one year, for students who sell or distribute on or off school grounds.

Disciplinary procedures will be administered with the best interest of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians. In such cases, the decision to involve the parent/guardians will be arrived at jointly by the student and the educator unless, in the judgment of the educator, the mental or physical health of the student 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. Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems.

Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

When students commit drug and alcohol-related offenses, school-imposed discipline may also include completion of an appropriate rehabilitation program.

Reference: PA 96-244 amended C.G.S. 10-233d and requires a one-year expulsion for students who offer illegal drugs for sale or distribution on or off school grounds.

Behavioral Expectations, Conduct & Discipline

Reference CREC Policy 5144 (See CREC Policy/Regulation Appendix pg 88)

CREC Magnet Schools cultivate the mind, body and heart of each student. We have a shared vision and coordinated plan for promoting, enhancing and sustaining a positive school climate. Each member of the faculty and staff understand their individual role while applying a systematic approach to developing an environment that fosters optimal academic engagement for all students. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building strong relationships amongst students and all members of the school community. For students at our schools, the classroom is a smaller version of home and family. The classroom teacher is the primary person who structures routines and classroom management, which affects discipline. Students who

violate the rights of others or who violate district or school rules shall be subject to disciplinary measures. The teacher is the best person to handle classroom discipline. However, there are times when student behavior warrants administrative involvement. Office referrals for discipline are a last resort. In each instance of an office referral, the administration will determine the appropriate consequence.

CREC Magnet School *parents and staff* work together to:

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

CREC Magnet School *students* will:

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

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration and excitement of knowledge. We believe that strong academics are positively linked with appropriate learning behaviors while students are in school. We expect school rules to be followed and will work in partnership with students and families should an issue arise, adhering to CREC Policy 5144 included below.

Article I - Disciplinary Procedures - Overview

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

Article II - Removal

Removal - means an exclusion from a classroom for all or part of a single class period, provided such exclusion does not extend beyond ninety minutes.

- 2.1 The Council authorizes teachers, with the approval of the school principal, or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom.
- 2.2 Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefore.
- 2.3 Each teacher shall maintain an individual student log of disciplinary action in accordance with a designated form. The teacher shall provide the original copy of such log to the school principal when referring a student for disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within

ninety minutes, the school principal must consider the case an in-school suspension or suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.

- 2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of the removal.

Article III - In-School Suspension

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

3.1 During an in-school suspension:

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

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

Article IV - Suspension

Suspension - means exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days or a total of fifty (50) days in one school year. During the duration of an out-of-school suspension, the student will not be allowed to attend school or any school activities or functions on school grounds. Following the completion of the suspension, a parent must accompany the student to school for a re-entry conference (if a parent does not attend the re-entry conference, the student will be placed in In School Suspension (ISS) until the meeting can take place). A suspension shall not extend beyond the end of the school year in which the suspension was imposed. For purposes of reporting, partial day removals are to be included when determining the number of days a student has been suspended.

- 4.1 Unless an emergency situation requiring the student's immediate exclusion exists, the school principal shall observe the procedures set forth in Articles V and VI, in all actions which may lead to suspension. In the event of an emergency, the procedure must be initiated as soon after the cessation of the emergency as possible, but no later than seventy-two (72) hours after the exclusion.
- 4.2 No student shall be suspended prior to having an informal hearing before the school principal or his/her designee, in accordance with Article V.

Article V - Informal Hearing Process

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

- 5.1 Prior to a suspension, the student will be informed of the charges which have been posed.
- 5.2 The student will meet with the school principal or his/her designee to review the incident.
- 5.3 The student shall be granted an opportunity to refute the charges against him/her.
- 5.4 Based on the information provided to the school principal or his/her designee, the school principal or his/her designee shall make a decision. However, the school principal, if he/she deems it necessary, shall investigate the

matter further prior to making a decision. Upon completion of the investigation, the school principal or his/her designee shall make a decision.

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

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

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

- 6.1 The school principal or designee shall make every effort to immediately notify the parents and/or guardians at the last phone number(s) provided to the school by the parents and/or guardians of the student about the student's action and state the cause(s) leading to the school action.
- 6.2 Whether or not telephone contact is made with the parent, the school principal or his/her designee shall notify the parents and/or guardians in writing at the most recent address reported on school records within one school day of the action and shall offer the parents an opportunity for a conference to discuss the matter.
- 6.3 If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.
- 6.4 Any student who is given an in-school suspension or is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of in-school suspension or suspension.

Article VII - Expulsion

Expulsion - means an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one (1) calendar year. All expulsions are handled by the home school district. The CREC Academy of International Studies may recommend to the sending school district to expel any student whose conduct endangers persons or property or is seriously disruptive to the educational process, or repeatedly violates any of the school's policies or procedures.

- 7.1 The L.E.A. may expel a student from school if, after a hearing, the Board finds that his/her conduct endangers persons or property, or whose conduct on or off school grounds is seriously disruptive of the educational process, or is in violation of a publicized school policy.
- 7.2 In the event that a school principal or other school personnel has reason to believe that the student has engaged in conduct that endangers persons or property, conduct, on or off school grounds, that is seriously disrupting of the educational process or is violate of a publicized school policy, the school principal or his/her designee shall conduct an investigation into the matter.
- 7.3 If, after completing the investigation, the school principal determines that grounds for expulsion exist, he/she shall forward such a request to the Superintendent of the local school district after consultation with the Assistant Executive Director within five (5) days of the conclusion of the investigation.

Article VIII - Actions Leading to Suspension or Expulsion

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

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

- a. Striking or assaulting a student or any member of the school staff.
- b. Theft or knowingly possessing stolen goods.
- c. Using obscene gestures, racial slurs or abusive language directed at a member of the school staff or other students.
- d. Participating in walkouts from, or sit-ins within a classroom or school building.
- e. Attempts at extortion or intimidating school staff or other students.
- f. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.
- g. Possession of drug paraphernalia.
- h. Possession of cigarettes, e-cigarettes and/or other types of tobacco or electronic nicotine delivery systems.
- i. Destruction of school property or personal property.

- j. Misbehavior on a school bus.
- k. Class truancy.
- l. Possession of electronic devices.
- m. Unauthorized use or misuse of computers or other technological equipment.
- n. Possession of a remotely activated paging device (unless the student obtains written permission from the school Principal for possession and use of the device).
- o. Sexual harassment, harassment and hazing.
- p. Leaving school without permission.
- q. Misconduct of a nature that threatens the safety of school property or the welfare of the persons who work or study therein.
- r. Refusal to give name or giving a false name to teacher, refusal to obey or insolence towards a member of the school staff.
- s. Violation of smoking, dress, attendance or transportation regulations.
- t. Gambling.
- u. Accumulation of minor offenses.
- v. Throwing snowballs, rocks, sticks, food, etc.
- w. Failure to stay for detention.

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

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

Article IX - Actions Leading to Mandatory Expulsion

In accordance with state law, whenever there is reason to believe that any student was in possession of a firearm or deadly weapon on or off school grounds, the Principal will recommend expulsion to the local Superintendent and LEA.

In the event that the Board finds, after a formal hearing, that the student possessed a firearm or weapon on or off school grounds, the student shall be expelled from school for one (1) calendar year. However, the Board, on a case-by-case basis, may modify the expulsion period.

Collective Expectations for Student Behavior and Teacher Responsibility

The school is our workplace and our job is to learn and act appropriately and professionally. These expectations will result in a higher level of engagement, purpose, and improved learning, achievement, and environment.

Level	Infraction includes but not limited to:	Consequence for First Offense	Consequence for Second Offense	Consequence for Third Offense
I International values an environment that promotes learning	<ul style="list-style-type: none"> ▪ Non-compliance ▪ Disrespect ▪ Disruption ▪ Inappropriate language ▪ Tardy ▪ Property Misuse ▪ Dress Code ▪ Technology Violation ▪ Horseplay/Inappropriate Contact 	<ol style="list-style-type: none"> 1. Teacher/Team warning, 2. Confiscation of item (if applies), and 3. Parent contact by teacher 	1. Reflection Room	<ol style="list-style-type: none"> 1. Referral to administrator 2. Teacher and Administrator contact parent 3. Consequence based on administrator discretion
II We believe every individual has personal integrity	<ul style="list-style-type: none"> ▪ Non-compliance/insubordination ▪ Disrespect ▪ Disruption of Learning Environment ▪ Inappropriate Language ▪ Tardy ▪ Skipping class/excessive tardy ▪ Dress Code ▪ Technology Violation ▪ Inappropriate display of affection ▪ Cheating/plagiarism/forgery ▪ Property damage/vandalism ▪ Mean spirited behavior 	Administration Discretion <ol style="list-style-type: none"> 1. Teacher contacts parent, refers issue to Dean/AP 2. Reflection Room 1 hr 	Administration Discretion <ol style="list-style-type: none"> 1. Teacher contacts parent and refers issue to Dean/AP 2. Reflection Room ½ Day 3. Saturday detention 	Administration Discretion <ol style="list-style-type: none"> 1. Teacher contacts parent and refers issue to Dean/AP 2. Reflection Room Full Day
III We believe in an environment where people and property are respected	<ul style="list-style-type: none"> ▪ Non-compliance/insubordination ▪ Disrespect ▪ Disruption of Learning Environment ▪ Inappropriate Language ▪ Skipping ▪ Out of bounds/inappropriate area ▪ Physical Aggression 	Administration Discretion <ol style="list-style-type: none"> 1. Teacher and Administrator contact parent for meeting, and 2. Saturday detention 	Administration Discretion <ol style="list-style-type: none"> 1. Teacher and Administrator contact parent for meeting, and 2. Saturday detention, or Reflection Room (can be on or off-site) 	Administration Discretion <ol style="list-style-type: none"> 1. Teacher and Administrator contact parent for meeting, and 2. Reflection Room Full Day (can be on or off-site)

	<ul style="list-style-type: none"> ▪ Fighting/Instigation ▪ Use/possession of combustible ▪ Mean spirited behavior/bullying 			
<p>IV</p> <p>We believe in a safe environment for all</p>	<ul style="list-style-type: none"> ▪ Non-compliance/insubordination ▪ Disrespect ▪ Disruption of Learning Environment ▪ Verbal Threat (peer/staff) ▪ Fighting ▪ Theft ▪ Tobacco/Vaping ▪ Alcohol ▪ Drugs ▪ Weapons ▪ Mean-Spirited Behavior/Bullying ▪ Property Damage/Vandalism 	<p>Administration Discretion</p> <ol style="list-style-type: none"> 1. Mandatory parent meeting 2. Possible Reflection Room 3. Possible Out-of-school suspension (required parent meeting for return to school requirements) 4. Possible expulsion (per district guidelines) 5. Contact law enforcement if warranted. 		

Participation in social events (field trips/dances/ assemblies/PBIS activities) is lost for that quarter if a student has earned **two internal suspensions** or **one out-of-school suspension** in the quarter. Middle School students must also possess a minimum amount of dragon points to participate in events. The required number of points will be determined by each grade level team.

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

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

Student infractions including failure to follow directions, inappropriate language, physical contact, tardiness, abuse of pass system, and insubordination may result in an after school detention or other consequences which will be determined by individual teams. In the event that these infractions continue, the Dean or Assistant Principal will be notified.

Social Probation

Social probation means that a student is prohibited from attending and/or participating in any school-sponsored field trips, social and/or athletic events, or any co-curricular activities. A student may be placed on social probation under any of the following conditions:

1. Repeated behavioral problems resulting in two internal suspensions or one out of school suspension: He/she will be on social probation for a determined period of time (Administrator’s discretion).

2. Unacceptable behavior during a previous school-sponsored field trip or event: He/she will be placed on social probation for a determined period of time (Administrator's discretion).
3. A student placed on social probation will have his/her behavior and/or academic record reviewed by the administration halfway through his/her probationary period. If his/her conduct/performance has improved sufficiently he/she will be removed from social probation status.

Dress Code

In order to provide an environment that supports learning and the school culture and climate, all students are expected to follow the International dress code. Final decisions regarding compliance with the International dress code will be determined by International administration.

Acceptable Code of Dress for International Students

The Essential Rule regarding Dress Code: All students must cover certain body parts at all times.

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

- (a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent
- (b) Shoes; NO slides, slippers, flip flop, heels or open toed shoes.
- (c) Shirts must have fabric in the front and on the sides (under the arms).
- (d) Clothing must cover undergarments (waistbands and straps excluded - visible waistbands and straps are permitted).
- (e) Fabric covering midsection, breasts/chest, genitals and buttocks must be opaque.
- (f) Face must be visible at all times to staff. **Hats or hoods may be worn, but not simultaneously. Any other headwear must allow the face to be visible to staff**, and not interfere with the line of sight of any student or staff. **Hoodies must allow the face to be visible** to school staff. **Ski masks and Sunglasses** are not permitted.
- (g) International hoodies are allowed, but hood must remain down/off.
- (h) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- (i) The dress code further clarifies prohibitions on attire or grooming "depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech;" defines parent, student, and staff responsibilities; and addresses appropriate enforcement.
- (j) **No Blankets or pajama pants** are permitted to be worn at school.
- (j) Costumes of any kind are not permitted, with the exception of school-sanctioned days.
- (k) CREC school administrators have final say on the interpretation and enforcement of all above items.
- (l) **No Slides, Slippers, or Open Toe footwear is allowed. All footwear must have a hard sole.** Crocs are acceptable.

***Field Trip attire will be determined based on the activity.**

Early Intervention Process (EIP)

Through the reauthorization of IDEA (Individuals with Disabilities Education Act) in 2004, schools must design and implement coordinated early intervention services to students that are not currently receiving special education services. The goal of the International administration and teachers is to support all students academically and socially through high quality, Scientifically Research Based Interventions (SRBI) and appropriate programming in their classes. This approach is important in order to meet the individual needs of each student. The grade level teams will work in collaboration with the guidance counselors and EIP team to incorporate specific interventions for the students requiring support. If your child is exhibiting academic or social concerns, do not hesitate to contact the guidance counselors at the specific grade level. The following individuals can be contacted:

Taylor Clarke- 6th-8th Grade Counselor (last names A-L), (860) 242-7834 ext. 2382
Tania Thibault- 6th -8th Grade Counselor (last names M-Z), (860) 242-7834 ext. 2364
Mark Field - High School Counselor (last names A-L), (860) 242-7834 ext. 2365
Monika Chudy – High School Counselor (last names M-Z), (860) 242-7834 ext. 2307

Electronic Devices

Personal electronic devices shall not be used in any way that threatens, humiliates, harasses or intimidates students, school personnel or visitors, or otherwise violates district policies and regulations or local, state or federal laws. Students are prohibited from sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexually explicit nature on their personal electronic devices while on school premises, in the classroom, at school-sponsored activities, or on school transportation. Further, students are prohibited from using the camera, video or recording functions of their personal electronic devices on school premises or at school-sponsored activities where another student or individual has an expectation of privacy, including, but not limited to, locker rooms, counseling sessions, restrooms, dressing areas, etc.

Students are NOT to bring any valuable portable electronic devices to school, i.e., E-readers, Bluetooth speakers, tablets, personal laptops/Chromebooks. Consequences for students who violate this policy include but are not limited to: Item confiscated to be returned only to a parent or guardian, detentions, and suspension. **International is not liable for any lost or stolen items.**

Middle School

Middle School policy states that use or possession of cellular phones is not allowed during school. Cell phones, wireless headphones/earpods, smart watches must be turned off and placed in a locked locker. As such, cell phones are not to be visible in any way, including being attached to belts or pockets. Cameras are not allowed in school.

High School

High School policy states that students may use electronic devices before and after school, during passing time and during lunch. Students may not use electronic devices during those times of day that have been set aside for instruction.

Students must turn off cell phones and electronic devices before they enter the classroom. Teachers that see a student walk into the room with an electronic device on or out will ask the student to put it away (if it is the first offense). Consequences for students who violate this policy include but are not limited to: Item confiscated to be returned only to a parent or guardian, detentions, and suspension.

Students that bring electronic devices to school bear the burden and responsibility for device management and security. International does not assume responsibility for lost, stolen or damaged student devices.

AN ACT CONCERNING STUDENTS' RIGHT TO PRIVACY IN THEIR MOBILE ELECTRONIC DEVICES.

SUMMARY This bill creates a standard for determining when a public school administrator can search a student's personal mobile electronic device to access data or other content stored on or accessed from the device. Current case law holds that student searches by school administrators are subject to the Fourth Amendment and that reasonable cause is required before a student or the student's personal effects can be searched.

The bill bans a school employee from taking a student's personal device to search it or compelling a student to provide access to it unless the device is on school property or being used during a school sponsored activity and there is a reasonable suspicion that the student:

1. violated an educational policy and the device contains evidence of the suspected violation or
2. poses a risk of imminent personal injury to him or herself or others.

It limits the search to finding evidence of the suspected violation or the risk of imminent personal injury and requires other steps, including notifying the student and the student's parents within 24 hours of the search.

EFFECTIVE DATE: July 1, 2018

Emergency School Closings

Inclement Weather

The CREC Academy of International Studies follows the district of Bloomfield for late openings or morning school closings.

- If Bloomfield Public Schools close, then International will be closed.

If Bloomfield delays the opening of school, but your town does not:

- We will have adults present to provide supervision at the usual time if you would like to transport your son/daughter.

If International is open and your district school is closed:

- Bus transportation will NOT be provided by CREC.
- You may however transport your child to International.

If your district schools have a delayed opening but Bloomfield does not:

- CREC busses will also be delayed according to your town's schedule, and we will expect your child whenever he/she is transported to International.

Absences or tardies in the case of inclement weather will be excused. Early closings will be made by International. Announcements will be made on: WTIC am radio 1080, WFSB TV Channel 3, and WVIT TV Channel 30, and will also be available on our phone messages. International will also send a message to all families and staff via the School Messenger system.

Exemption from Instruction

A student may be exempted from instruction concerning Acquired Immune Deficiency Syndrome (AIDS), or Family Life and Sex Education upon receipt of a written request for such exemption from his/her parents or guardian.

Physical Activity

All students enrolled at International have included in the regular curriculum, time devoted to physical exercise. This requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services, a 504 accommodation plan or medical note from a physician. Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief periods of respite/time-outs, referrals to a building administrator, or for safety reasons.

Expectations for Student Learning

Knowledge and Skill Expectations by Content Area Derived from the Common Core of Learning 21st Century High School Committee Connecticut's Re-Conceptualized High School

Language and Literature: The Connecticut high school graduate will demonstrate proficiency, confidence, and fluency in reading, writing, listening, speaking, and viewing; the graduate will explore and respond to classical and contemporary texts from many cultures and historical periods.

Mathematics: The Connecticut high school graduate can apply a range of numerical, algebraic, geometric, and statistical concepts and skills to formulate, analyze and solve real world problems.

Sciences: The Connecticut high school graduate will demonstrate knowledge of the basic concepts of, and interrelationship among biology, chemistry, physics, earth (including ecology) and space sciences, and will be able to apply scientific skills, processes and methods of inquiry to the real world.

Individuals and Societies (Humanities): The Connecticut high school graduate will demonstrate a knowledge of history, civics and government, geography and economics, the social sciences, and humanities including one year of U.S. history and one half year in civics/government.

Language Acquisition (Spanish, French and Chinese): The Connecticut high school graduate will demonstrate foundational knowledge and appreciation of the language and culture of one language other than English.

The Arts: The Connecticut high school graduate will create, perform and respond with understanding in at least one of the fine and performing art forms, and appreciate the importance of the arts in expressing human experience.

Technology Education: The Connecticut high school graduate show knowledge about the nature, power, influence and effects of technology and be able to design and develop products, systems and environments to solve problems.

Applied Education: The Connecticut high school graduate will experience school-to-career transition by demonstrating specific knowledge of or experience with one of the eight career clusters: arts and media; business and finance; construction technologies and design; environmental, natural resources and agriculture; government; education and human services; health and bio-sciences; retail, tourism, recreation and entrepreneurial; and technologies; manufacturing, communications and repair, and prepare for adult life and lifelong learning including understanding and preparing for parenting, family and child care responsibilities.



Health, Wellness and Physical Fitness: The Connecticut high school graduate will understand and develop behaviors that promote life-long health and wellness, and will recognize the importance of and participate in physical activities and learning designed to maintain and enhance healthy lifestyles.

Learning Resources and Information Technology: The Connecticut high school graduate will be a competent user of information and technology and be able to apply related strategies to acquire basic skills and content knowledge.

External Credit for Enrolled International Students

To graduate from International all students need to earn a student must have earned a total of 26 credits. On occasion, students may take a course outside of International and request that the credit earned be applied toward graduation requirements. The following guidelines will determine external credit eligibility toward a CREC Academy of International Studies diploma:

1. In order to earn an International diploma, students enrolled from freshman year at International are expected to earn the majority of their credits from classes taken at International.
2. In addition to classes taken on campus, credits and grades earned at any CREC summer program, any International sending school, or any accredited high school will be noted on the transcript and will become a part of the student's permanent record and will affect the grade point average and rank.
3. Students taking summer programs, not sponsored by CREC will receive credit earned and a grade of P/F.
4. Classes taken at any Connecticut Community College will be noted on the transcript; no grade or credit will be given by International.
5. All Courses –including online courses – taken elsewhere to accelerate placement or to meet prerequisites, must have both prior course/program approval and post course/program completion approval by International's Academic Review Team. This team is composed of the principal or designee, the department chairperson of the appropriate subject, and a school counselor.
6. Students new to the school will have their previous school's courses with grades earned listed on International's transcript. These courses will be included in the grade point average and rank.

Field Trips

Field trips are scheduled for educational, cultural, or extracurricular purposes. International Field Trips are extensions of the classroom, and as such, students are invited to attend. A written permission form and any fee must be received from a parent or guardian to participate in a field trip. **There is no guarantee that a fee will be refunded if a student loses the privilege to attend a trip due to behavioral concerns.**

All aspects of the CREC Academy of International Studies's Code of Conduct apply on field trips. Any students whose behavior is considered inappropriate or unsafe may be excluded from participation in the field trip without a guaranteed refund. Appropriate behavior is crucial if the student is involved in an international trip. Students who have been removed from an international trip have the right to appeal that decision to the building principal.



While on a trip, all students are considered to be “in” school. This means that conduct and dress code standards will be followed for the field trip activity. A student can be denied permission to attend a field trip if he/she does not attend school regularly (exceptions may be confirmed medical issues), has demonstrated continual poor academic performance, repeated behavioral problems resulting in two internal suspensions or one out of school suspension, or unacceptable behavior during a previous school-sponsored field trip or event.

For students on international trips, poor behavior while on the trip may result in the child being sent home at the parents’ expense

Fire Drills, Evacuation Drills, Bus Drills and Lockdown Drills

To comply with the Connecticut fire laws, monthly drills will be conducted. Students are expected to follow their teacher out of the building to their designated location. **Students should remain quiet during these drills.** Students and staff will not be allowed back into the building until the administration or the Fire Department has inspected the building and given an “all clear”. In order to ensure the safety of students, International also conducts crisis response drills (bus evacuation drills, school evacuation drills and lockdown drills) on an ongoing basis.

Family Reunification:

If an event or crisis forces the evacuation of the building and the relocation of students and staff to either the Gym or to an off-site location (Food Share), and the Executive Director or designee in conjunction with the Incident Commander, advises against reoccupying the building, the following procedure will be followed to reunite students with their families:

- A. Principal/designee initiates a School Messenger notification to alert families of the reunification process and location. The notification will have detailed information such as ID requirements and places to check in. Students with mobile phones will be encouraged to call home to inform their parents or guardians to come pick them up. The Principal/designee may also contact TV stations using the Storm Center calling protocols to broadcast notification.
- B. Secretaries will verify that any adult claiming a student is authorized to take custody of such child. Support staff will go to the specific grade level area and bring the student to the adult authorized to take the student home.
- C. Student Coordinators and Security Officers will monitor that students do not leave on their own.
- D. Faculty and staff will direct all media requests to CREC Communications. The principal or designee will request that Bloomfield Police Department create a media perimeter to ensure the privacy of students and parents.
- E. Principal/designee will send School Messenger notifications at regular intervals until all students are picked up. In the event some students are late at being picked up, secretaries will make phone calls to help locate these students’ parents or guardians.

Fundraising

With **prior approval** from school administration and CREC, student clubs or classes, and or/parent groups may be permitted to conduct fund-raising drives for approved school purposes. **Candy, food or any other sales promoting an outside fundraiser or for personal gains are prohibited in school. See Ms. Mendez for the Fundraising Request Form.**

Governance Committee Members

CREC - Dr. Greg Florio, Executive Director.
Dr. Sasha Douglas, Superintendent of Schools
International - Mrs. Yesenia Hernandez, Principal



Mr. Thomas Craig, Assistant Principal
 Mrs. Jennifer Rizzo, Assistant Principal
 Ms. Raynette Holmes, Dean of Students- High School
 Mr. Benjamin Simon, Dean of Students- Middle School
 PTA President – International PTA president or his/her designee
 Superintendents/Representatives from Bloomfield, East Windsor, Enfield, Hartford, Windsor, Windsor Locks

Graduation Requirements

Graduation from CREC Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the CREC Council; (3) that they have fulfilled the legally mandated number and distribution of credits, and (4) that they have successfully completed their IEP as determined by the Planning and Placement Team. Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.

CREC conforms with state regulations regarding credits for graduation from high school.

	International
ENGLISH	4
MATH	4
SOCIAL STUDIES	3
SCIENCE	3
WORLD LANGUAGE	3
FINE ARTS	1
PHYSICAL EDUCATION	1
HEALTH	0.5
CAREER AND ESSENTIAL LIFE SKILLS	2
STEM ELECTIVE	1
HUMANITIES ELECTIVE	1
CAPSTONE	1
ELECTIVES	1.5
TOTAL:	26



To graduate from the CREC Academy of International Studies for Global and International Studies, a student must have earned a total of 26 credits as required by International.

CREC will provide adequate student support and remedial services for students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, or end of the school year examinations, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core course through success on such alternate assessment.

Credits

A credit is awarded for the successful completion of a full year course. One-half credit is awarded for successful completion of a half year course.

Only courses taken in grades 9 through 12, inclusive, shall satisfy this graduation requirement except that a student may a) be granted credit for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited college or university; b) be granted credit for a study abroad course work that is deemed equivalent to the course work which the student would have completed had (s)he not traveled abroad. These credits may be counted toward the required graduation total and satisfy course distribution requirements as appropriate.

Students may use course work successfully completed in middle school to satisfy the distribution requirements for World Language and Mathematics. Criteria for success generally include completion of a course with a higher score. However, those waivers from a specific course requirement do not count as credits toward the total credits required for graduation.

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Students also may satisfy graduation requirements by the satisfactory completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.

Awards of International Baccalaureate Diploma

The IB Diploma will be awarded to those students who have completed the full IB Diploma Program requirements as defined by the IB organization. Diplomas are awarded following the release of course grades in July.

Valedictorian and Salutatorian

CREC high schools report Valedictorian and Salutatorian honors to the University of Connecticut for the purpose of the [Presidential Scholars Award](#) program. CREC high school students who entered a CREC high school beginning in grade nine, and continue through grade 12, may be eligible for this Valedictorian and Salutatorian recognition.

Only classes taken on a CREC campus and/or graded by CREC faculty will be counted toward Valedictorian/Salutatorian recognition. The Valedictorian and Salutatorian will be determined by calculating the cumulative grade point average at the end of the first semester in grade 12.

CREC Academy of International Studies will communicate Valedictorian/Salutatorian honors to students and families at the end of Quarter 3 during the students' 12th-grade year via in person and over the phone.



Graduation Ceremony

Student participation in the graduation ceremony is based upon students fulfilling all requirements placed forth by the State of Connecticut and CREC Academy of International Studies. Participation in graduation is a privilege, not a right. Students must be in attendance at school on the day of graduation. Students must also meet all behavioral and academic expectations in order to participate in the ceremony.

All fines and dues must be turned in or paid prior to the graduation ceremony. Final grades and transcripts will be held until final debts are resolved.

Guidance and School Counseling

Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the school counselors include helping the student function more successfully within the school environment. Counseling is an opportunity to talk with someone about things that are important to students. These opportunities to talk may be personal, social, educational or vocational. Counselors will listen and be open and honest with students. Appointments can be arranged by stopping by the guidance office before school, between classes or after school, or obtaining a pass from a teacher.

Educational and career planning guidance is available to help a child to develop a plan for their future. Parent notification and involvement is encouraged.

Schoolinks <https://www.schoolinks.com/>

Schoolinks, a web-based college research and career planning program designed for high school students, parents, teachers, and school counselors. The website manages individual students through the entire college planning, application and decision making process. Our students will be able to search for scholarships, explore careers, take interest inventories and investigate their learning style. They can review academic and admission data for colleges across the United States and also gauge their chances of acceptance by comparing personal GPA/ACT/SAT statistics with those of recent successful applicants.

Health Services

Each parent must complete a medical information form including a record of immunizations to keep on file in the school office for emergency needs. International offers a full time school nurse and a School Based Health Center which offers both physical and mental health services.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Scoliosis tests are administered to students in grades sixth – tenth. The results are provided to the parents.

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 student's illness. If a student is to be excused or limited from participation in school activities for an extended period of time, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

Administration of Medication

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

Students requiring prescription medicines, including controlled substances, during school hours, must have them administered under written specific order of the student's physician/dentist and the written authorization of the parent/guardian. The school nurse will dispense all such medications. An adult must bring all medications to the school. Students are not allowed to carry medicine to or from school.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician, dentist or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an Epi-pen 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 Epi-pen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

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

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

The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

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 conditions, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Disabilities

School district 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 asked each year to complete an emergency information form for use by the school in the event of a medical emergency.

Immunizations

Under state law, all students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis B, Varicella (Chickenpox), Rubella and Hemophilus Influenza Type B. Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

In addition to the required immunizations for initial entry into school for kindergarten, regular and special education preschool programs, additional immunizations are required for entry into seventh grade and for entry into eighth grade. For further information regarding immunizations please contact Ms. Michelle Moss at mmoss@crec.org.

Physical Examinations

All students 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 6th (or 7th) and in grade 9th or 10th. All students in grades K-6 and grade 9th will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all students in grades K-3, grade 6th, 8th and grade 10th. Postural screening will be conducted for all students in grades 5 through 9.

Psychotropic Drug Use

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.

Homework

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

Homework is due on the day specified by the teacher or staff member. Students are expected to record their homework assignments in their agenda. Parents are encouraged to provide a quiet place to study and reinforce the importance of keeping up with one's studies daily.

Students are responsible for understanding and completing homework assignments on a consistent basis.

IB Learner Profile

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The learner profile directs schools to focus on the development of the whole person. Developing an international perspective is a critical element of, and is central to the programme; it must begin with encouraging each student to consider the point of view of someone else in the same class. By sharing experiences in the classroom setting and beyond, students can develop their awareness of, and sensitivity to, the experiences of others beyond the local or national community. (Extracted from MYP: From Principle into Practice)

Inclusive Education Policy

Students enter International through a lottery without any academic criteria for admission. Because of this, International has developed an inclusion model that provides support for students with a variety of learning styles as well as diverse educational and behavioral needs. There are many components interwoven to make this model successful.

First, there is a climate of professional collaboration which lends nicely to supporting students with diverse learning needs. Special education case managers work alongside classroom teachers in order to meet the academic needs of all learners. Special education case managers and classroom teachers consult, plan, and assist with modifying lessons in order to provide all students access to curriculum. Through this environment of collaboration, the classroom teachers develop ways to incorporate a variety of strategies into their teaching with the goal of reaching all learners. At the CREC Academy of International Studies, teachers support and encourage students of all abilities to problem solve and become internationally-minded people who, recognizing their shared humanity and responsibilities to the planet, help to create a better and more peaceful world.

Scientific Research-Based Interventions - SRBI

At International, we follow the SRBI model to provide appropriate supports to students; this includes a three-tiered model of supports and interventions. Tier 1 interventions are ones that regular education teachers can implement and track; these should support the majority of the student population (approximately 85% of students). The IB Learner Profile, Approaches to Learning (ATL), and Positive Behavioral Intervention and Supports (PBIS) are utilized to increase positive outcomes for student academic and behavioral expectations. The Learner Profile, ATL, and PBIS meet the needs of students in the general population; we teach, enforce, and reteach appropriate behavioral expectations to all students (Tier 1).

As students demonstrate greater academic or behavioral needs, teachers and practitioners at International use data to determine what additional supports those students might need. Tier 2 intervention includes students from the regular education population that continue to have difficulty meeting academic or behavioral expectations; Tier 2 interventions are specifically designed to meet the needs of the unidentified student. Tier 3 interventions include but are not exclusive to our students who receive special education services. Many of the identified students at International receive additional behavioral supports through social work and counseling services that are provided at the school.

Differentiation

At International, differentiated instruction means providing different modalities to access content, process, and product in the learning environment, regardless of differences in students' abilities. This approach to instruction allows all students to set and work to achieve individual learning and behavioral goals. Differentiation provides opportunities for tiered approaches to meet high expectations.

Approaches to Learning

The IB Learner Profile and Approaches to Learning provide ways to differentiate for students with a variety of learning styles. In being reflective and open-minded, students closely consider their own learning and experiences while understanding others' cultures and personal histories. In addition, these traits lend themselves well to development of approaches to learning for students, as reflecting on learning leads to reflecting on the learning process and how students,

as individuals, can be open to capitalizing and improving on their habits of learning. This correlates well with children understanding their abilities to better advocate for themselves and their individual needs. Students are encouraged to be inquirers and thinkers as well as pursue their natural curiosity. The IB concept of students being academic risk-takers as well as caring and principled allows students of varying abilities to express themselves in an open and accepting forum without fear of negative judgment or humiliation. In developing young communicators who express their ideas through a variety of modes of communication, learners' individual differences become less obvious, or possibly celebrated as the idea of "difference" shifts to a positive light. These students become knowledgeable as they are provided the opportunity to acquire in-depth knowledge and develop understanding across multiple disciplines. With a focus on the IB Learner Profile, the CREC Academy of International Studies is an environment for students to be balanced in maximizing their learning, while understanding their individual differences. Teachers are equipped with a multitude of avenues to best educate children so they can reach their full potential.

Assessment

At the CREC Academy of International Studies, a variety of different assessments are used to measure student achievement in relation to the objectives of each course. Classroom teachers and support staff, including special education teachers, interventionists, ELL teachers, school counselors, and paraprofessionals, collaborate to provide the most appropriate assessment options for all students in order to highlight their achievement and determine any areas requiring additional instruction or practice. A variety of assessment formats are used to meet individual students' learning styles and needs, including presentations, short answer questions, essays, case studies, text response questions, structured problems, data response questions, labs, and projects. These methods provide students opportunities to demonstrate their understanding through modes such as auditory, visual and kinesthetic. These different methods assess the students' retention of knowledge, understanding of key concepts, ability to analyze and present information, and to solve problems creatively.

Conclusion

At the CREC Academy of International Studies, we present a broad, balanced, and academically demanding curriculum for all of our students, while recognizing individual learning styles and accommodating the needs of our diverse population. This helps individual students affirm identity within the learner profile and ATL, and to develop self-esteem as a result. We focus on developing critical thinking and reflective skills, research skills, and the development of independent learning, while incorporating intercultural and global understanding. Through recognizing the individual strengths and areas of needs of the students, teachers at the CREC Academy of International Studies work to ensure the success of all students, and guide them toward success in both the International Baccalaureate's Middle Years and Diploma Programmes.

Internet - Acceptable Use Policy

Because International's students are growing up with the internet as a means of communication and research, there is a need to educate and empower them to take control safely and responsibly of their online experiences. International is dedicated to providing students with the awareness and knowledge they need in order to recognize and avoid dangerous, destructive, or unlawful behavior and to respond appropriately when using the internet. Guidelines have been established for the use of the Internet (Acceptable Use Policy distributed). Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. Students who are found violating the acceptable use policy by viewing pornographic sites will be subject to disciplinary action up to and including suspension and limited internet access to be determined by the administration and technology coordinator. All students must sign an acceptable use policy which indicates that the student agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the student's parent/guardian.

International Student Exchange

International Student Exchange

As a Global and International Studies School, International strongly encourages students to participate in meaningful long-term (summer, semester, academic year) exchanges as well as shorter term trips abroad. International also encourages families to host international exchange students as a way of enriching the international experience for all International students and raising International's academic standards to international levels.

International Student Exchange - The College Edge

"Over the years I have found that students who have returned from a significant international experience tend to have a broader outlook on the world and other cultures. They are usually risk-takers in the classroom and more engaged in the campus community. International experience seems to lead to very positive personal growth."

David Borus

Dean of Admissions and Financial Aid, Vassar College

College admissions and financial aid officers report that students who have a significant (summer, semester, year) international experience while in high school or as a 13th year are better prepared for college, manage their time better in college and graduate at higher rates than those who have not. This gives students who have had such an experience an advantage over those who have not in terms of admissions and financial aid.

Safety

International is a member of the Council on Standards for International Educational Travel (CSIET), a national organization charged with evaluating international exchange programs to ensure that they meet federal safety, educational and visa guidelines as established by the U.S. Departments of State and Education. All organizations for both outbound and inbound exchanges at International are CSIET approved. Most of these organizations have been managing international student exchange for over 50 years. <http://getstarted.csiet.org/>

Financial Aid

Many of the CSIET-listed organizations have generous scholarship packages for students accepted into their programs. There are full scholarships for students to go to Japan and Germany in particular, as well as full and partial scholarships for many other world areas. International students have spent a year or semester abroad for as little as \$300. Most have scholarships for children in families which have hosted international exchange students. (The cost of maintaining an adolescent in an average household in the U.S. is approximately \$10,000 per year – more than the full cost of many exchange programs.)

Academic Credit

International's guidance department works closely with students who go abroad during their high school career to ensure that students meet all requirements for graduation. It is a good idea for those considering a semester or year program to consult with guidance when planning their academic programs.

"As painful as it is to hear that your child doesn't want to go to college quite yet, it may be less painful than it would be a year from now, \$20,000 poorer and no closer to hanging his diploma in the den. Sending a kid who's not ready to college, is like sending a kid who's not feeling hungry to an all-you-can-eat buffet."

Danielle Wood, <http://www.education.com/magazine/article/mindthegap/>

13th/ Gap Year

More and more colleges and parents are encouraging students to do a 13th year before beginning college – some colleges even send students abroad for a semester before they set foot on campus. Why? Because colleges know that students who have engaged in meaningful service or academic work after high school, especially abroad, are much more likely to know what they want to do, to stay in school and graduate in four or fewer years, unlike the majority of student who enter college and either drop out or spend five to six years to get a degree.

Many of the CSIET programs have 13th year programs which can be anything from studying something as specialized as a language, archaeology, music or cooking or engaging in service work abroad for a summer, semester or year. AFS, for example, has a range of “Gap Year” programs for a summer, semester or a full year http://www.afsusa.org/usa_en/focus_on/community_service . Other international volunteer organizations, such as Global Volunteers (<http://www.globalvolunteers.org/>) and InterExchange (<http://www.interexchange.org/>) offer low-cost service opportunities for as little as \$3000 plus transportation for a year-long service program.

Hosting

International encourages families to host an international exchange student for a semester or a year as a way of bringing an authentic international experience into the household and the school. Students in International families which host an international exchange student may receive service learning credit for doing so with the guidance of the International student’s social studies teacher for the year (see “SERVICE LEARNING” for more information). There is also a federal income tax credit for families who host international students on J-1 visas through approved programs.

While International works closely with the CSIET-listed organizations in enrolling, scheduling and supporting international exchange students, International does not, at this time, directly arrange the exchanges or place the students. Families interested in hosting a student with a J-1 visa through an approved organization must contact that organization directly and complete the screening process the organization has established with U.S. Department of State guidelines. Go to <http://getstarted.csiet.org/>

Language Policy (ELA, Language Acquisition, MLL, CT State Seal of Biliteracy)

Philosophy

At CREC Academy of International Studies it is our belief that the ability to communicate in more than one language is critical in fostering international understanding, intercultural awareness, intellectual growth and open-minded global citizens for the 21st century.

We believe learning language, learning about language, and learning through language are the most effective approaches to teaching students. We believe that the acquisition of language is a life-long process that permeates all learning and is a key factor in developing intrapersonal and interpersonal skills. We believe that all teachers are language teachers who share responsibilities in facilitating communication. Furthermore, we believe that all students should have the opportunity to learn and use a second language. This, in turn, enables students to have a better understanding of the world in which we live, and promotes a global perspective and international-mindedness.

Language Profile

CREC Academy of International Studies is a public, interdistrict magnet school. Students enroll in International from over 30 sending districts through a state-run lottery system. The mother tongue of 97% of International students is English, but many need support with literacy. When students enter International, they are asked to complete a form indicating which Language Acquisition subject (Spanish or French) they would prefer to study. Students study one language continuously throughout all seven years at the school. This ensures continuous learning of a second language as well as fulfillment of

both International's oral proficiency graduation requirement and the state of Connecticut's high school graduation requirement for second language acquisition.

Language and Literature (English)

At the CREC Academy of International Studies, the language of instruction is English, the mother tongue of 97% of the students. International is a public school that must comply with all local, state and national regulations regarding language of instruction and services for multi language learners (MLL). Additionally, International serves a student population that comes from over 30 school districts and who have had widely varying experiences with literacy in their mother tongue of English.

Language and Literature (mother tongue) classes are offered in both Reading and in Writing in Years 1-3; these follow the Teacher's College (Columbia University) "Reading and Writing Workshop" Model. This model's central feature is its focus on individualizing learning in reading and writing, which honors International students' diverse backgrounds and prior learning experiences.

In years 4 and 5, core texts are supplemented with independent reading, which is a requirement for all students. Again, this honors students' individuality, but also prepares students for DP-level coursework and expectations. In all years of the MYP, Language and Literature courses are developed from district curriculum documents; teachers use these documents as they write MYP unit plans that follow the IB requirements for concept-based and MYP-aligned units of study.

For students who need additional supports in their mother tongue (English), as determined by both standardized/normed assessments and school-based assessment data, certified literacy interventionists instruct and support them. Students are grouped by area of need (fluency, decoding, comprehension, etc.), and those literacy interventionists provide both direct instruction to students and instructional support to content-area teachers. In this way, students' needs are addressed in terms of improving their individual skills and teachers' approaches to teaching and learning.

For the very small number of students whose mother tongue is not English, specialized MLL support is offered and provided by certified MLL teachers for those students who are identified by state and national mandates to receive it. The regular curriculum contains themed, interdisciplinary units. Language and Literature classes include works of literature, non-fiction texts, articles and poetry in support of the units and the Reading classes support literacy in the mother tongue through a variety of strategies. International students are expected to effectively communicate orally and in written form. Their understanding is demonstrated through individual, group, and whole class activities. Students are evaluated in a variety of ways including personal projects, self-reflection exercises, activities and assessments.

Language Acquisition (Spanish and French)

At the CREC Academy of International Studies, language acquisition plays a key role in students' academic profile. International allows students to select between French and Spanish for MYP year 1 beginning in sixth grade. Students have the first quarter of MYP year 1 to make a final choice in the language that best reflects their personal interest. Once a language is chosen, students study that language throughout MYP years 1-5. If a student would like to explore an interest in another language they may do so upon entering ninth grade (MYP year 4).

For students demonstrating a proficiency level higher than the language level into which they were placed (e.g., a new student to MYP year 1 phase 1 showing language proficiency at phase 4), a placement test is administered that analyzes the student's skill level in all IB language acquisition criteria. The proficiency test consists of:

- A direct interview in the target language (Criterion C)
- Oral comprehension (through audio) (Criterion A)
- Reading comprehension (through text) (Criterion B)
- Visual analysis (Criterion B)
- Presentation (in written and spoken form) (Criterion D)

Depending on the results of the placement test, language acquisition teachers, administration and school counselors get involved in the decision-making process for appropriate placement.

In keeping with the CREC Academy of International Studies's mission statement, language acquisition classes are taught with the goal of fostering open-minded global citizens. We aim to create students with an intercultural and an interdisciplinary understanding. To these ends, our teachers strive for immersion in the language being learned. Classes are conducted primarily in the target language, and students are expected to participate and interact with each other using the target language.

At International, language acquisition faculty work to develop units that create authentic situations in which students explore other cultures' products, perspectives and practices in an effort to foster empathy for other cultures. The International community hosts a Hispanic Heritage Festival along with an International Fair during the school year, allowing students to demonstrate their skills and knowledge of other cultures. International also offers opportunities for international travel where students apply their communication skills in the target languages.

Within the language acquisition department, MYP years 1 through 5 have been mapped out to ensure that each MYP year contains the following:

- At least one interdisciplinary connection per unit.
- An exploration of a key cultural tradition, custom or practice.
- An opportunity to communicate in the target language outside the classroom setting.

In preparation for the DP Language program, language acquisition department teachers are given opportunities to meet and collaborate in order to adjust planning, instruction and assessment. These vertical meetings ensure consistency through norming and best practices that ultimately benefit all students as they look forward to continuing their readiness for the DP program.

MLL (Multi Language Learner) & SEN (Special Education Needs) Support

The Multi Language Learner (MLL) Program is a service provided to students who speak a language other than English as the mother tongue. International also provides comprehensive services for students with special educational needs that allow them to participate fully in mother tongue and Language Acquisition instruction.

The CREC Academy of International Studies, as a public school, is required to comply with state and national requirements regarding services for students whose home language is not English as well as for students who are identified as needing special educational services.

All parents of incoming students complete the Home Language Survey, which consists of three questions. When two or more answers indicate a home language other than English, a screening letter is sent home, and then, if necessary, the student is assessed using the Language Assessment System (LAS) to determine English proficiency. Should the student show limited English proficiency, MLL services may begin after parents/guardians are notified of the results. According to state law, parents are entitled to interpretation and translation services as needed. MLL students are given the LAS annually in order to track their progress.

Multi Language Learners are supported by support staff in the learning of the required skills in classes taught in Language and Literature as well as Language Acquisition classes and receive support in their mother tongue as resources allow. Students are exited from the MLL Program when they have achieved a 4 (Proficient level) on the LAS and have met other mandated criteria.

Students identified as having special educational needs with Individualized Education Plans (IEPs) are served by both regular education and special education staff; modifications in Language and Literature and Language Acquisition may be included in IEPs as necessary. Both MLL students and students with special educational needs are supported through

inclusion in the content areas, including Language and Literature and Language Acquisition, with specialized individual and small group instruction guided by the appropriate staff as necessary.

Student support staff members (MLL teachers and Special Education teachers) deliver the majority of services in the general education environment by working directly with all teachers to ensure that all students have full access to the MYP program and curriculum. Student support staff members work directly with the students to ensure full participation and engagement in the International Baccalaureate programme of studies while meeting the needs of the identified learner.

Connecticut State Seal of Biliteracy

PROCEDURE TO OBTAIN THE CT SEAL OF BILITERACY AT CREC

DISTRICT RESPONSIBILITIES

1. Notify and inform all CREC families of the availability, process and advantage of receiving the CT Seal of Biliteracy upon first entering elementary, middle and high school.
2. Add Seal of Biliteracy information to the curriculum guide, brochures and other promotional materials
3. Prepare administration and guidance about the process and get the seal added to Powerschool transcripts.

SCHOOL RESPONSIBILITIES

Elementary and Middle School

1. Students completing an elementary and middle school program in world language should be tested with the AvantPLACE test to provide recognition and motivation and to reflect progress toward biliteracy.

High School

1. Seniors and their families will receive a letter informing them of the program and the steps to complete the process. The letter will include:
 1. **Application to participate in outside testing** Interested students that wish to take the AvantSTAMP test would submit this application to the world language team leader or school counselor to take the test at their respective schools on the dates it is administered.
 2. **State Seal of Biliteracy Application** -Interested students submit this to the school counselor when they have met the criteria and passed the given assessments in world language for the CT Seal of Bi-literacy Certificate. Submission dates are between November 15 and June 1st in order to include it in their diploma portfolio.
 1. Students taking the IB or AP test in world language must submit their applications to the school counselors after receiving their passing scores on their respective tests. The counselor will then issue the CT Seal of Bi-literacy Certificate and add it to their transcripts
2. The world language department chair or team leaders will be in charge of collecting fees and coordinating the testing at their respective schools. They will be collecting applications for testing and to obtain the seal, coordinating testing, notify administration and school counselors of who will be receiving the Seal of Biliteracy.
3. AvantSTAMP tests will be administered by a certified teacher or counselor while the student takes the assessment online. There will be two testing windows, one in October and one in May. Test results are available 5-7 business days after they take the test. Teachers have access to student's responses.
4. Payment- The schools pay only for the tests administered. Fees for the AvantSTAMP test are \$17.50 per student. If we require more tests than budgeted and we have to charge students, the world language team leaders or dept. chair will be collecting the payments and submitting them to the school to reimburse the school for its payment of the tests.

Please contact **ELKE HERNANDEZ** ehernandez@crec.org for information, clarification etc.

Laptop/Computer Resources

Resources have been invested in technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. It is mandatory that all High School students lease an International computer. Students and parents must sign a user agreement regarding appropriate use of this resource and pay a \$40.00 rental fee prior to issuance of the laptop. The rental fee covers normal wear to the laptops, and does not include any damages which would be billed to a student upon damages occurred. A new computer will not be distributed if there is an outstanding bill from the previous year.

Middle School students (grades 6-8) will be assigned Chromebooks for school usage. Middle School students and parents must sign a user agreement regarding the appropriate use of the Chromebook.

High School students (grades 9-12) will be assigned a laptop computer for school usage. High School students and parents must sign a user agreement regarding the appropriate use of the laptop computer.

- Students may not bring in and use their own personal laptops/tablets.
- Students will return the equipment to the CREC Academy of International Studies upon request.
- Students will contact the International Tech support if they have any problems with the computer.
- CREC reserves the right to monitor activity on its systems and take appropriate disciplinary action against users who violate the contract conditions.
- Be responsible and ethical at all times.
- Use resources with permission of supervising teacher.
- Do not give out your (or other's) personal information unless approved by instructor.
- Do not tamper with hardware or software.
- Report any security problems to a teacher or staff member.
- Protect your password/logon from others.
- Avoid any activity that is inappropriate.
- Abide by all copyright laws and seek assistance if a question arises.
- Do not send or display comments or images that are harassing, intimidating, obscene, and/or discriminatory.
- Use the computers for the educational purposes for which they were provided.
- Reasonable personal use may be permitted, providing it does not interfere with its school purposes.
- You are responsible for your laptop.
- Do not access and/or participate in chat rooms, newsgroups, bulletin boards, etc., unless supervised by a staff member for a pre-approved instructional activity.
- Do not access or download inappropriate and/or obscene materials.
- Do report immediately any incident or contact which seems suspicious to a teacher or member of the Technology Committee.

Fees

Item	Fee
Cracked Screen	\$89.00
Lost/Damaged Beyond Repair computer	\$100.00
Lost charger	\$20.00

Other (ex. broken keyboard, missing keys)

TBD dependent of cost of repair

Google Accounts

Google Apps for Education offers a free (and ad-free) set of customizable tools that enable teachers and students to work together and learn more effectively. Every student enrolled in a CREC Magnet School has a Google account. Students will use Google for educational purposes. The Google account assigned to your child was created by the district and assigned to your child. No student personal information was collected by Google in creating these accounts. As per school policies, all activities requiring internet access are supervised by the teacher. The district is in control of which Google services it provides for student use. Currently the district allows the following:

- Google Docs
- Google Sheets
- Google Slides
- Google Drive

As part of our educational technology plan, internet safety is a main component of technology use. CREC uses a product called **Gaggle** that routinely scans the CREC student Google accounts to ensure that students' use of these tools adheres to school policy. Gaggle will flag any content in the student's Google account that uses inappropriate language, poses a potential threat to the student or others, or suggests an immediate threat to the student or others.

CREC administration can turn off a student's services based on the items stated in this Acceptable Use Policy. This Acceptable Use Policy (AUP) extends to all students for the duration of their enrollment at any of the CREC Magnet Schools. This policy must be read and signed before students will be given a school CREC Google Account. The Google accounts are available to students at school and at home. These tools help students keep organized, prevent lost homework, and allow students to work individually or collaboratively on school assignments. While using their CREC Google account at home, students must continue to adhere to this policy.

Proper and Ethical Use: All students in the CREC Magnet Schools must

- Practice appropriate ethical use of Google Apps and abide by the accepted rules of network etiquette.
- Accept responsibility for reporting any misuse of the Google Apps to a principal, assistant principal or any teacher.
- Make sure that other students are not being made fun of, harassed or bullied by any comment made on a Google document.

Rules of Etiquette

- Be polite at all times
- Use appropriate "school" language at all times
- Don't type abusive, hurtful or gossip-type messages
- Respect other student's privacy. In other words, don't reveal the name, home address, email address, or phone number of yourself or another student.
- Don't share passwords with other students.

The use of the Google account will be in support of and consistent with the educational goals of the CREC Magnet Schools. The use of Google will also follow the guidelines of the District's Acceptable Use Policy. Students will abide by the following:

- Will not use Google Apps to post any web materials for commercial activities, product advertisement, or political advocacy.
- Will not use Google Apps to post any obscene, discriminatory or offensive material.
- All material posted will relate to classroom assignments.
- The district and school employees have the right to monitor all postings, including emails.



- Only share and collaborate on projects that have been assigned by a teacher.
- Respect the collaborative work of teachers and peers.

Inappropriate language or harassment will result in loss of system privileges and other disciplinary measures.

Library Media Center

Students are encouraged to use the books, e-books, magazines and other materials located in the International Library, which are all listed in the online Follett catalog at <http://crec.follettdestiny.com>. Students have their own accounts within our Follett catalog system. This will allow students to explore and choose books, determine the availability of the books, check due dates, place books on hold and create lists of their favorite books. Students are responsible for any materials borrowed. Most books can be borrowed for 21 school days and materials must be returned to the librarian at the circulation desk on time. Students must pay for any materials they lose or damage and these charges will be recorded in PowerSchool.

Lost and Found

Any articles which are found in the school and or on school grounds should be returned to the main office. Items left in the cafeteria are stored in a lost and found bin in the cafeteria. Unclaimed articles will be disposed of at the end of each month. Loss or suspected theft of personal and or school property should be reported to the main office immediately.

Lunch

Reference CREC Policy 3542.43R (See CREC Policy/Regulation Appendix pg 88)

Lunch is held in the International Dining Commons. Students are expected to demonstrate good manners and restaurant protocol. Hot lunch and *a la carte* menu items are offered. Students may bring a bagged lunch from home. Milk, juice, and *a la carte* options are available on a daily basis. The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced price lunches are available based on financial need. Parents must apply for a free or reduced lunch at the beginning of each school year. A breakfast program is available prior to the start of the school day with the same free and reduced lunch guidelines.

Please find a sample of the Connecticut State Department of Education Application For Free or Reduced Price Meals or Free Milk form at the back of this handbook in the appendices area. There is an additional sample of the SHARING INFORMATION WITH OTHER PROGRAMS form that accompanies the Application For Free or Reduced Price Meals or Free Milk form.

If students violate the good order of the dining commons, they will receive disciplinary action including lunch detention in a separate location.

Students are not allowed to call for delivery of food to school by local restaurants. Food deliveries to school for students will be rejected by the office staff.

If food is taken, it will be confiscated until the end of the school day. Parents are not allowed to bring cakes or birthday items for celebration to school. Student lunches are not long enough in duration to celebrate such events and be at class on time.

All food and beverages (with the exception of water) are to be consumed in the cafeteria unless students are consuming food and beverages as part of a group activity that has been approved by the school administration or if the child is under a doctor's order for specific consumption of food or beverages. Students who violate this policy are subject to having their items confiscated.

National Honor Society & National Junior Honor Society

The International Chapters of the National Honor Society (Grades 10-12), National Junior Honor Society (Grades 7- 9) recognize those students who excel in scholarship, leadership, service and character. Selection to the National Honor Society (NHS) and National Junior Honor Society (NJHS) is a privilege, not a right. Students provide information to be used by the selection committee to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council.

Eligibility for Selection:

- Only those students who have attended the International the equivalent of one year or more may be considered for membership.
- For National Honor Society, membership is open to the International's Sophomores, Juniors and Seniors
- For National Junior Honor Society, membership is open to 7th, 8th, and 9th graders.
- Both NHS and NJHS inductions will occur in the fall.
- Minimum GPA requirement is a 3.5.
- The selection is based on excellence in the 4 pillars: Scholarship, Leadership, Character and Service.

No Child Left Behind Act (now known as Every Student Succeeds Act)

While the No Child Left Behind Act was reauthorized in 2016 as the Every Student Succeeds Act, there are still several guidelines that International adheres to the following guidelines including the following:

Education Rights of Homeless Children and Youth

Our school and school district provide equal access and comparable services to all students regardless of their home living situation. Homeless students are not required to attend a separate school for homeless youth and have the right to benefit from programs for which they are eligible. Some examples of these programs are for students who are disabled, gifted, limited-English proficient, or participate in vocational education and preschool programs.

Who is considered "homeless"? Any child or youth not attending school who lacks a fixed, regular, and adequate nighttime residence is considered homeless and includes those who are sharing housing with others due to loss of housing or economic hardship. It also includes children and youth who are living in hotels, camping grounds, emergency shelters, cars, bus or train stations, or other similar settings. If you are not sure, please call.

What are the education rights of homeless children and youth? Our schools provide equal and comparable access to all students regardless of their home living situation. Homeless children and youth have specific rights that include:

- a. Immediate or continuation of enrollment in school and, when desired or feasible, at the "school of origin."
- b. Prompt provision of necessary services such as transportation and meal programs.

- c. Appropriate support services and programs for which they are eligible such as programs for gifted, children with disabilities, vocational education, and preschool.
- d. Academic assistance through the district's federally funded Title I program.
- e. Parent or guardian involvement in school activities.

What is the "school of origin"? The term 'school of origin' means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. It is the district's responsibility to ensure the child attends school. Consideration must be given to placement at the school of origin unless doing so is contrary to the wishes of the parent or guardian.

Local Liaison Name: Thomas Craig
Telephone: (860) 242-7834
Address: The CREC Academy of International Studies
1551 Blue Hills Ave
Bloomfield, CT 06002

Access to Student Information by Military or College Recruiters

Our district receives funds from the federal government under the No Child Left Behind Act of 2001. These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges and universities, access to the names, addresses and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number not be released by the district without prior written parental consent. If you would like to make such a request, please complete the Access to Student Information by Military or College Recruiters form found in the back of this handbook (and in International's main office) and return it to International.

Family Educational Rights and Privacy Act (FERPA) - Annual Notice for Disclosure of School Directory Information - Elementary/Middle School

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. Sometimes our school or district may disclose some student information without written consent when the information is designated "directory information" unless you have advised the school or district to the contrary in accordance with district procedures.

The primary purpose of directory information is to allow us to include some types of information in certain school publications and is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child's role in a school production
- honor roll or other recognition lists published at school or in newspapers
- school/student directory
- school or district website

Directory Information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (school records, etc.)
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

Our school district has designated the following as directory information:

- Student name
- Telephone number
- Photograph
- Grade level
- Participation in school activities
- Dates of attendance
- Awards or recognition received
- Weight and height of athletic team members

If you do not want our school or district to disclose directory information about your child without your prior written consent, you must complete the “Parent Request for Non-Disclosure of School Directory Information” which can be found in the back of this handbook by September 14, 2018 to let us know which type of directory information you wish to deny release or request prior written consent prior to release.

Family Educational Rights and Privacy Act (FERPA) - Annual Notice for Disclosure of School Directory Information - High School

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child’s educational records. However, the school may disclose some student information without written consent when the information is designated “Directory Information” unless you have advised the district to the contrary in accordance with district procedures.

The primary use for Directory Information by the district is to include this type of information in certain school publications. It is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child’s role in a drama or music production
- the annual yearbook
- honor roll or other recognition lists published at school or in newspapers
- graduation programs
- sports statistics listed in programs, such as football which may include height and weight of team members.
- school or district website

Directory Information can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (transcripts, etc.)
- class ring manufacturers
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

The school district has designated the following as Directory Information:

- Student name
- Address
- Telephone number
- Email address
- Grade level
- Degrees, honors and awards received
- Most recent educational agency or institution attended
- Participation in school-sponsored activities and sports

- Weight and height of members of athletic teams
- Major field of study
- Dates of attendance
- Photograph
- Date and place of birth

Two federal laws require school districts that receive assistance under the No Child Left Behind Act of 2001 to provide military recruiters, upon request, with three Directory Information categories - names, addresses, and telephone listings - unless parents have notified the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose Directory Information about your child without your prior written consent, you must notify the district in writing before September 15. Please complete the FERPA Directory Information Disclosure form which can be found at the end of this handbook and return the entire form to your child's school.

Parent Involvement/Conferences/Communication/PTA

Opportunities for Involvement

International wishes to have a strong bond with each and every one of our families. Research shows that families that are closely connected with their child's school help the child to be successful academically and socially. **Family involvement can take place in many forms.** We need your support so please make sure to attend as many of these events as possible.

Conferences

Parents are encouraged to become partners in their child's education. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parents' schedules. Education occurs when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities. Parents/guardians should become familiar with all of the child's school activities and with International's academic programs.

Communication

There will be several evening activities scheduled throughout the year to keep parents involved and informed. Information for these sessions will be emailed and mailed home. Some of these events may include open house, parent report card pick up night, community conversations and PTA.

International PTA

The International Parent Teacher Association is a vital link between the school, community and the parents it serves. We are hoping to reinstate a PTA this 2022-23 school year. Parents will be urged to join and take an active role in the PTA. Meetings are typically held the first Wednesday of each month (except September) from 6:00-7:30pm in the Dining Commons or Library.

Mission of the International PTA

To promote the growth and enrichment of our students in school, home, and the community through global studies and to encourage our children's development and enrichment in the areas of leadership, multiculturalism and global consciousness.

Goals of the International PTA

- Parent advocacy
- Member communications and outreach
- Curriculum review
- Community involvement
- Cultural enrichment and diversity

We are looking forward to creating a new PTA and seeing parents at the scheduled meetings. The understanding and participation in our child's education is important to all of us. This is why we have made the choice to attend International. Please continue to support your choice by becoming involved and volunteering your time and knowledge. Research has shown time and time again that the more a parent is involved in their child's life and education, the better that child will succeed. We hope to see you all soon.

Parking Permit/Student Automobile Use

Student parking on school grounds is a privilege, not a right. Students of driving age must complete the appropriate paperwork (permission from parents, registration of car, copy of license, current insurance, and contract) prior to being permitted to bring the car to the campus each school year. Students may only park in the designated place which is located in the Northeast section of the parking lot. **This privilege may be revoked at any time due to any behavioral issue, tardiness to school, inappropriate conduct or if a student leaves school grounds without permission. You can find the initial parking permit form in the main office which needs to be completed and signed by both student and parent in the back of this handbook.**

Culture and Climate (Previously Named: Positive Behavioral Interventions and Supports)

“Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.” (pbis.org)

At the Academy of International studies, we strive to recognize students for demonstrating the IB Learner Profile traits both in and out of the classroom. In the middle school, we reward students who exhibit these traits with “gotcha” tickets. “Gotcha” tickets are a currency that students can use to purchase a variety of incentives throughout the school year. In both the middle and high school, students also have Dragon points. All students begin the school year with 10 Dragon points. They have the ability to earn points throughout the school year for demonstrating positive behaviors. Points can be deducted (refer to the behavior section of the handbook). Students will be required to maintain a certain number of Dragon points to participate in various activities. Point requirements are determined by the grade-level administrator and may vary by event.

Promotion, Retention and Placement

Placement in High School Classes

Eighth grade students will be placed accordingly into ninth grade classes, based upon various factors, including final course grades, standardized test scores, and CREC Common Assessment scores.

Promotion/Acceleration/Transition Policy

The CREC Academy of International Studies is dedicated to the continuous development of each student enrolled in the school. International does not support social promotion. Students will normally progress annually from grade to grade based on meeting standards. Exceptions may be made when, in the judgment of the certified staff, such exceptions are in the best educational interest of the student involved. The major criterion to be used by the certified staff in recommending such exceptions (acceleration or transition) shall be that such acceleration or transition will provide a more appropriate educational program for the student than the alternative (i.e., normal annual promotion). Exceptions will always be made after prior discussions with each student's parents or guardians, but the final decision will rest with the school authorities.

Legal Reference: Connecticut General Statutes, 10-221(b) Boards of education to prescribe rules

Retention Procedures

The policy for retention will be followed as articulated in the CREC policy manual.

It is expected there will be ongoing communication between the teacher and the student and the teacher and the parent regarding the student's progress. All communication with the parent (record of phone calls and emails, as well as meetings) will be kept in the individual child study team file.

The parent and student will be notified no later than March 15th if a student is in danger of being retained.* Communication will be by phone as well as in writing.

The parent and student must attend a conference with the school team within two weeks of March 15th to review an action plan for the student to meet the grade level proficiency for passing the course that is aligned with the criteria for promotion.

** If a student fails a class, there are two options:

1. Attend summer school at the sending district's summer school program at the student's cost, or
2. Attend CREC's Summer Academy for credit recovery at the student's cost. (This is contingent upon that class being offered through CREC's Summer Academy.)

Middle School Criteria

A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level.

1. If a student fails one - two core classes, they will be recommended to complete summer work to build proficiency criteria for that particular class.
2. If a student fails three core classes, he/ she will be retained in that grade and required to complete summer work to begin remediation.

High School Criteria

A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level.

Promotion and class placement are based on the number of credits earned in the previous year. Students typically earn 7.0 credits per year, but can earn up to 8.0 credits. Students must earn the minimum number of credits for each graduating year as stipulated in the International graduation requirements in order to graduate. *

	Credit Requirement for entrance into grade level
10th grade status	6.5
11th grade status	13
12th grade status	19.5
Graduation requirement	26

** If a student fails a class, there are two options:

3. They must attend summer school at the sending district's summer school program at the student's cost, or
4. Attend CREC's Summer Academy for credit recovery at the student's cost. (This is contingent upon that class being offered through CREC's Summer Academy.)

Property, Lockers and Equipment

Each student is assigned a pod locker and lock. These items are the property of the school, loaned to students for their convenience during the school year. Students are responsible for the payment of the cost of a lost lock by the close of the school year. **Lockers should be kept in good order, not abused and may be opened and subject to inspection from time to time by school officials.** Students may not bring in locks from home and attach them to assigned lockers. **The right to inspect lockers, laptops, and other equipment assigned to students may be exercised by school officials to safeguard students. School officials may search students, if there is reasonable belief that a student possesses illegal matter, such as a dangerous weapon or illegal drugs.** Students are warned to not bring large sums of money or valuables to school; liability for these items remains with the students. **International IS NOT RESPONSIBLE FOR LOST, STOLEN OR DAMAGED PROPERTY.**

Students are prohibited from bringing in personal equipment (i.e. laptops, basketballs and others sports items) from home.

Students are responsible for any loss of or damage to the property of the school when the loss or damage occurs through fault of the student. Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate. In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage.

Public Relations and Releases

Reference CREC Policy 1112.5P (See CREC Policy/Regulation Appendix pg 88)

A Public Relations Release is requested from all students to allow the authorization of photographs, video, and television for the purpose of public relations only. School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools.

Safety/Accident Prevention

Student safety on campus and at school related events is a high priority of the International. Although the International has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:



- Avoid conduct that is likely to put the student or other students at risk,
- Follow the school’s code of conduct,
- Promptly report safety hazards, including intruders on campus,
- Know emergency evacuation routes and signals
- Follow immediately the instructions of staff who are overseeing the welfare of students.

COVID Protocols

Reference CREC Policy 3516.1 (See CREC Policy/Regulation Appendix pg 88)

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

Asbestos

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building’s occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the school office.

Pesticide Application

Reference CREC Policy 3524.1 (See CREC Policy/Regulation Appendix pg 88)

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

Schedule

5 Drop 3 Schedule Regular Day

	Monday 1-4	Tuesday 5-1	Wednesday 2-6	Thursday 7-3	Friday 4-8
A	1	5	2	7	4
B	ADVISORY	6	3	8	5
C	2	7	4	1	6
D	3	8	5	2	7
E	4	1	6	3	8

Searches

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

The exercise of the right to inspect also requires protection of each student’s personal privacy and protection

from coercion. An authorized school administrator may search a student's locker or desk under two (2) conditions.

1. That the student'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 student(s) have been informed in advance that the policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students 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 student and his/her belongings may be searched with a Principal or Principal's designee's permission if there are reasonable grounds for suspecting that the search will turn up evidence that the student 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 student and the nature of the suspected infraction.

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

1. All student 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 student/suspect while the second faculty member will serve as a witness to the procedure.
2. Female students should be searched by female faculty members.
3. Male students should be searched by male faculty members.

Searches of student lockers, desks, and other school property used by students 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 student 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 student 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 student'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 student searches or arrests conducted pursuant to a warrant are conducted with as much respect for the student's privacy as possible.

LEGAL REFERENCE: Public Act 94-115



Service as Action

Beginning with the graduating class of 2030, International students in grades 6-10, are expected to contribute to their community through the Service as Action (SA) program. As IB learners, International students strive to be caring members of the community. Action - learning by doing and experiencing - is a key part of the IB program. Service is a part of action and it is expected that all students will be involved in age-appropriate experiences each year.

At the start of the academic year, the SA program is introduced through the Advisory program. Middle school students are expected to complete a minimum of 10 hours and high school students are expected to complete a minimum of 20 hours each year. It is our hope that students choose to engage in experiences where they are passionate.

Successful service begins with students identifying personal interests and aligning them with an organization where they wish to serve. Students choose learning outcomes and have their service verified by a supervisor at the completion of the experience. At the end of the experience, students are expected to reflect and present evidence of their participation to their Advisory teacher no later than June 1st of each academic year.

Experiences can be completed during the summer for the following school year and outside of the school day. Service cannot be paid work, or part of a requirement in an academic class. Students are encouraged to use their Advisory classes to find service experiences that are enjoyable and in line with the goals of impacting our local and global communities.

Information about the International Service as Action program can be found at www.goInternational.com/service

Service as Action hours are reported on the student's report card and on the transcript. SA hours are not required for a student to graduate.

Student Records and Directory Information

Reference CREC Policy 5125 R (See CREC Policy/Regulation Appendix pg 88)

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

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. **A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating those rights.**

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

FERPA (Family Educational Rights and Privacy Act) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of students educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

For more information on FERPA, please reference the No Child Left Behind area in this handbook.

Student Directory Information

Reference CREC Policy 5145.15 (See CREC Policy/Regulation Appendix pg 88)

The International may release to the Parent Teacher Association the names, addresses, telephone number and grade levels of students unless the International is informed by September 15 of the school year that designation of such directory information has been refused for a particular student. The provided directory information is to be used by the PTA for its own school activities or school business. Forms to complete can be found on pages 81 (High School) and 83 (Middle School).

Student Services

Homeless Students

Under the McKinney Vento Federal Act Homeless students are defined as those lacking a “fixed, regular and adequate nighttime residence”. Students meeting this definition are protected and have the right to maintain their educational placement, are eligible for free school meals and for Title 1A services. If you believe your family meets this definition, please contact the Principal, Yesenia Hernandez, School Liaison for Homeless Students.

Military Families

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

English Language Learner Students

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

Undocumented Students

Reference CREC Policy 5111.3 (See CREC Policy/Regulation Appendix pg 88)

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

Testing

Students will participate in standardized testing each year. Standardized tests are designed to give a common measure of students’ performance in varying subjects and skills. Standardized tests can be used to help teachers diagnose students’ strengths and weaknesses and develop programs that suit students’ achievement levels in each subject area. AP and DP exams provide students with opportunities to earn college credit.

Students participate in the following standardized tests:

- Smarter Balanced (Grades 6, 7, 8)
- PSAT (Grades 9, 10, 11)
- NGSS (Grades 8 and 11)
- SAT (Grade 11)
- Diploma Programme Exams (Year 2)

*Specific information related to each test will be provided at the time the specific test is given.

Textbook Care and Obligations

Students are responsible for the care of books and supplies entrusted to their use. **They will be assessed damage to textbooks, equipment or materials.** In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other loaned educational materials. All textbooks are expected to be covered.

Transportation

In order to centralize transportation and make it more efficient, CREC has contracted **First Student Bus Company** to coordinate and provide transportation for all of CREC's Magnet Schools, including transportation for the CREC Academy of International Studies Magnet School. Bloomfield students are transported to International using Bloomfield's contracted company, which is also **First Student Bus Company**. You will receive a letter in August from the transportation coordinator about your bus information for the upcoming school year. All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager at the number listed below. A written record of all complaints will be maintained and an investigation of the allegations will take place.

Please keep this information for all future needs. Transportation to and from the International is a privilege, not a right. **Acts of gross disobedience and misconduct during transportation to and from school may result from removal from CREC's or Bloomfield's transportation system for a period of time to be determined by International's administration.** The Transportation Coordinator for CREC Central can be reached at 860-524-4077. All Bloomfield students will be transported to and from International by Bloomfield Public Schools and/or its contractor please contact Bloomfield Public School Business office at (860)769-4241 or (860)769-4242.

Truancy/Absenteeism

Reference CREC Policy 5113.2 (See CREC Policy/Regulation Appendix pg 88)

For a full description of CREC's attendance policy please visit:

[AIS CREC Secondary Schools Credit And Attendance Policy](#)

- A student aged five to eighteen inclusive with **4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year** will be considered a truant.
- A student is considered **chronically absent** when 10% or more of the days they have been enrolled in school are missed.

If a pattern of truancy or chronic absenteeism is noted, you will be notified by administration, and your child will be referred to the Early Intervention Process with an action plan where specific goals and strategies will be developed to improve attendance. A parent or legal guardian will be required to participate in this process.

Parents have the responsibility to assist school officials in remedying and preventing truancy. A Truancy and Defiance of School Rules Referral Form may be filed with the Youth Services Bureau by the magnet school in compliance with state regulations if the parent/guardian fails to cooperate with the school in trying to solve the student's truancy, or chronic absenteeism problem. Contact will be made with the parent(s)/guardian(s) at the following levels:

- 5 absences – letter sent home
- 9 absences – meeting with attendance committee
- 14 absences – consideration for Early Intervention Program

Various Tips for Parents/Guardians

Proactive prevention-oriented approaches have proven effective in enabling school communities to decrease the frequency and intensity of behavior problems. Parents can help create safe schools by keeping open lines of communication.

- Discuss the school's behavioral expectations and policies with your child. Show your support for the rules, and help your child understand the reasons for the rules.
- Frequently review classroom rules and expectations, as well as general school expectations.
- Involve your child in setting rules for appropriate behavior at home.
- Talk to your child about "mandatory reporting" to school personnel if he/she sees or overhears something that might cause an unsafe environment.
- Help your child find ways to manage anger so that it does not lead to verbally or physically hurting others.
- Help your child understand the value of accepting individual differences.
- Note any changes in your child. For example, frequent outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, and frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems.
- Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child. Encourage your children always to let you know where they are and who they are with.
- Frequently check your child's computer history and make sure you are aware of all passwords.
- Prior to your child leaving home, make sure your child is in appropriate dress code.

Visitors

All visitors must sign in at the security office upon arrival to school and receive a "International visitor's pass before entering any other area of the building. School staff members will assist parents in the main office or escort them to their desired location. Occasionally parents request to visit a classroom to observe a class. In order to keep everyone safe, we require that parents follow this procedure:

- Contact administration to establish a date and time for the visit
- The administrator will make arrangements with the teacher and confirm the date and time with the parent
- Arrive at school at the desired time and sign in to the main office
- A school staff member will bring the visitor to the desired location
- Meet with school staff before leaving the building
- Sign out and exit the building

Students are not allowed to bring visitors to school. International Alumni are encouraged to visit the school only for the purpose of school-scheduled alumni events. All alumni visiting school must sign in and obtain a visitor's pass and adhere to all school rules.

Wellness Policy - CREC

Reference CREC Policy 6142.10 (See CREC Policy/Regulation Appendix pg 88)

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy)

The Capitol Region Education Council (CREC) recognizes that student wellness and proper nutrition are related to physical well-being, growth, development and readiness to learn. CREC is committed to providing a learning environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total educational experience. In a healthy school environment, students will be exposed to, and participate in, positive nutritional and lifestyle practices that can improve student achievement. In accordance with federal and state law, it is CREC's policy to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served to meet or exceed the stricter of either the federal nutritional guidelines issued by the U.S. Department of Agriculture or the "Connecticut Nutrition Standards for Foods in Schools".

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, CREC will, as required, review and consider evidence-based strategies and techniques.

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of CREC's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate.
- Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks.
- Healthy snacks for the classroom, healthy packed lunches, and non-food alternatives for classroom celebrations will be strongly encouraged.
- Staff will be strongly encouraged to model healthful eating habits.

Goals for Physical Education and Activity

The goals for addressing physical education and activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in CREC's physical education program.
- Recess and other physical activity breaks, before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by CREC.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).
- All elementary school students shall have at least twenty minutes a day of supervised recess, preferably outdoors, during which schools encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. A planning and placement team may develop a different schedule for a child requiring special education and related services.
- School employees shall not deny a student's participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment, nor should they cancel it for instructional makeup time. Further, any student in kindergarten through grade twelve shall not be required to engage in physical activity as a form of discipline.
- Physical activities will be integrated across the curricula when possible.

Nutrition Guidelines for Foods Available in Schools

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education in addition to federal and state statutes and national health organizations. In addition, in order to promote student health and reduce childhood obesity, the Executive Director or designee shall establish such administrative procedures to control food and beverage sales that compete with CREC's nonprofit food service in compliance with the Child Nutrition Act. CREC shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold, served, or made available to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold, served, or made available to students on school premises will be healthy choices that meet the stricter of either state statute or USDA beverage requirements.

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA "Smart Snacks in School" nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the CREC wellness policy.

Food Exemptions

CREC will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, and must be the same place as the food sales.

Community Input

CREC will develop and implement methods of communicating with, and educating, parents and staff regarding this policy.

The Executive Director or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the student wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of health and/or physical education, school health professionals, members of the CREC Council, school administrators, and the public.

A Wellness Committee comprised of a variety of members (following state mandates) will be established to develop, and guide the implementation of, procedures consistent with established policy.

Monitoring

CREC designates the Executive Director or his/her designee to ensure compliance with this policy and any administrative regulations. The Executive Director or designee is responsible for retaining all documentation of compliance with this policy and any regulations, including, but not limited to, each school's three-year assessment and evaluation report and this wellness policy and plan. The Executive Director or designee will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of CREC's three-year assessment and evaluation.



CREC shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Executive Director or designee shall provide periodic implementation data and/or reports to the CREC Council concerning this policy’s implementation sufficient to allow the Council to monitor and adjust the policy. CREC, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Executive Director or designee will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, CREC will evaluate implementation efforts and their impact on students and staff at least every three years.

CREC will make available to the public an assessment of the implementation, the results of the three-year assessment and evaluation, including the extent to which the schools are in compliance with policy, and a description of the progress being made in attaining the goals of this policy.

The Student Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and CREC’s website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school’s progress in meeting the wellness policy goals; summary of each school’s wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

Withdrawal and Exit Interview

1. The administration must be notified as soon as a student or parent indicates that a withdrawal is possible (No less than one week in advance), and an appointment set up for an exit interview with the parent and child.
2. The results of this interview will be kept on record, and the reason for the withdrawal duly entered into the database for the purpose of charting patterns of student enrollment and withdrawal from a Magnet School.
3. Historical data will be maintained on the withdrawn student, including all grade reports.
4. On their last day of attendance, students will be given a form that must be signed by each of their teachers. This form will indicate their grade at the time of withdrawal and that all materials have been returned. Records cannot be forwarded until all materials have been returned.
5. When a student moves to a new school system, International will send the student’s records to the new district within ten business days of receiving a written release of records.

Forms

Form	Referenced
Sexual Harassment Form	Code of Conduct

Access to Student Information by Military or College Recruiters	No Child Left Behind
FERPA Directory Information Disclosure	No Child Left Behind
Parent Request for Non-Disclosure of School Directory Information	No Child Left Behind
School Laptop Policy/Technology Agreement	Laptop Computer Resources



CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

SEXUAL HARASSMENT REPORT FORM (5145.5)

The CREC CREC Academy of International Studies maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances. Individuals who suspect that they may be victims of sexual harassment shall complete this form and file it with the District Title IX Compliance Officer Thomas Craig at 860-242-7834.

Complainant
Home Address
Work Address
Home Phone Work Phone

Date of Alleged Incident(s)
Name of person(s) you believe sexually harassed you
List any witnesses that were present
Where did the incident(s) occur?

Describe the incident(s) as clearly as possible, including such things as what force, if any, was used: any specific verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

[Blank lines for description]

This complaint is filed based on my honest belief that has sexually harassed me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature) (Date)

Received by Signature-School Title IX Compliance Officer (Date)

A copy of this form shall be provided to the complainant.



Capitol Region Education Council/CREC Academy of International Studies

Access to Student Information by Military or College Recruiters

Dear Parent/Guardian and Secondary Students:

Our district receives funds from the federal government under the No Child Left Behind Act of 2001. These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges and universities, access to the names, addresses and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number not be released by the district without prior written parental consent. If you would like to make such a request, please complete the following and return it to your child's school.

Parent or Guardian: Please complete this section and return the entire form to your child's school.

Use a separate form for each child.

I am aware the district must provide access to military recruiters and colleges or universities of student names, addresses and telephone listings. I am aware the district will provide this information upon request, unless I require that such information not be given to the following groups without prior written parental consent:

Military Recruiters (please check one):

- Do not release my secondary student's information to military recruiters at any time.
- Do not release my secondary student's information to military recruiters until you have first obtained my prior written parental consent before doing so.

Colleges, Universities, or Institutions of Higher Learning (please check one):

- Do not release my secondary student's information to colleges, universities or other institutions of higher learning at any time.
- Do not release my secondary student's information to colleges, universities or institutions of higher learning until you have first obtained my prior written parental consent before doing so.

Name of Student: _____ Name of Parent/Guardian: _____

Parent Signature: _____ Date: _____

Adult Student Signature: _____ Date: _____

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	



Capitol Region Education Council - CREC Academy of International Studies
Family Educational Rights and Privacy Act (FERPA)
Annual Notice for Disclosure of School Directory Information

Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, the school may disclose some student information without written consent when the information is designated "Directory Information" unless you have advised the district to the contrary in accordance with district procedures.

The primary use for Directory Information by the district is to include this type of information in certain school publications. It is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child's role in a drama or music production
- the annual yearbook
- honor roll or other recognition lists published at school or in newspapers
- graduation programs
- sports statistics listed in programs, such as football which may include height and weight of team members.
- school or district website

Directory Information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (transcripts, etc.)
- class ring manufacturers
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

The school district has designated the following as Directory Information:

- Student name
- Address
- Telephone number
- Email address
- Grade level
- Degrees, honors and awards received
- Most recent educational agency or institution attended
- Participation in school-sponsored activities and sports
- Weight and height of members of athletic teams
- Major field of study
- Dates of attendance
- Photograph
- Date and place of birth

Two federal laws require school districts that receive assistance under the No Child Left Behind Act of 2001 to provide military recruiters, upon request, with three Directory Information categories - names, addresses, and telephone listings - unless parents have notified the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose Directory Information about your child without your prior written consent, you must notify the district in writing before September 13, 2020. Please complete the FERPA Directory Information Disclosure form which can be found below and return the entire form to your child's school.

Mrs. Yesenia Hernandez, Principal

Please complete this section and return the entire form to your child's school. Complete a separate form for each child.

Name of Student: _____ School: _____ Date: _____

I request that the school obtain my prior written consent before any "Directory Information" is disclosed or released about my child.

Name of Parent/Guardian: _____ Signature of Parent/Guardian: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone Number: _____ Email Address: _____

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	



Capitol Region Education Council - CREC Academy of International Studies

Family Educational Rights and Privacy Act (FERPA)
Parent Request for Non-Disclosure of School Directory Information

Name of Student: _____ Date: _____

Name of Parent: _____ CREC Academy of International Studies

Use a separate form for each child you are requesting nondisclosure of school directory information. Please return this form to:

CREC Academy of International Studies
Attn: Yesenia Hernandez, Principal
1551 Blue Hills Avenue
Bloomfield, CT 06002

Parent/Guardian: Please complete the section below and return the entire form to your child's school.
Parent: Select either 1, 2 or 3 from the list below

I am requesting that my child's school take one of the following actions regarding the release of school directory information.

- 1. Do not release ANY information about my child, including name, telephone number, grade level, etc.
or
2. Do not release the following information about my child (select one or more):

- Student name, telephone number, grade level, awards or school recognition, dates of attendance, photograph, participation in school activities, weight and height of athletic team members

- or
3. Notify me for my prior written consent before any directory information is disclosed or released about my child.

Signature of Parent/Guardian: _____

Address: _____ City: _____ Zip: _____

Telephone: _____ Email Address: _____

Preferred method for school to communicate with parent: telephone email

Table with 4 columns: Student ID #, Date Distributed, Date Received, and an empty column. Header: OFFICE USE ONLY

CREC Policy/Regulation Appendix

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

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

Policy/Regulation Summaries (alphabetical):

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

Policy Summary:

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

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

Policy Summary:

- The Capitol Region Education Council is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and CREC's Safe School Climate Plan, CREC expressly prohibits any form of bullying behavior on school grounds; at a school sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by CREC; or through the use of an electronic device or an electronic mobile device owned, leased or used by CREC.

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

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

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

Policy Summary:

- Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge or consent of the parent or legal guardian of the student or by the student who has attained majority status.
- Parents or students may choose to have their directory information removed from one or more of the specific activities without jeopardizing other activities.

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

Policy Summary:

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

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

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

Regulation Summary:

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

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

Policy Summary:

- No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- Hazing activities are seriously disruptive to the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and/or after school hours.
- A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

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

Policy Summary:

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

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

Policy 1112.5 Summary:

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

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

Policy 5162 Summary:

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

The prohibition of discrimination in educational programs or activities extends to academic, nonacademic and extracurricular activities, including athletics.

- CREC strives to provide a safe, positive learning climate for its students. Harassment, in any form, whether by students, staff members, board members, parents, vendors, contracted individuals, volunteers, employees or visitors - on CREC grounds or property or on property within CREC's jurisdiction; on buses operated by or for CREC; while attending or engaged in CREC activities - will not be tolerated.
- Any incident or complaint of discrimination or harassment will given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Every student shall have a ready means of resolving any complaint of discrimination or harassment. (See full policy for Incident Investigation Form.)

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

Policy Summary:

- The Capitol Region Education Council has adopted an Integrated Pest Management (IPM) policy for pest control within our buildings and grounds.
- The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds.

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

Policy Summary:

- All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of their immigration status or that of their family members.
- CREC personnel shall not take any steps that would deny students access to education based on their immigration status or that would impede the rights of any students to public education under the U.S. Supreme Court's 1982 ruling in Plyler v. Doe, the Family Educational Rights and Privacy Act (FERPA), the Connecticut General Statutes, and any other applicable state and federal law.
- If any member of the CREC community (including students, families, or staff) has questions about their immigration status, CREC employees shall not refer them to the Immigration and Customs Enforcement Office ("ICE") or any other government agency. Instead, employees shall refer them to state and/or local non-profit immigration law organizations.
- It is the general policy of CREC not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit.

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

Regulation Summary:

- The decision to implement school uniforms shall be made by the Executive Director or his/her designee, with input from administration, staff, and parents/guardians.
- The school shall communicate information to parents/guardians regarding the uniform policy, including its rationale, benefits to students, and specific information.

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

Policy 5145.5 Summary:

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

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

Policy Summary:

- The CREC Council believes that good student behavior in a school is extremely important in creating the kind of educational environment in which students will be able to realize their greatest opportunities for growth. Good discipline habits assume consideration for the rights and privileges of others, cooperation with all personnel in the school community, basic self-respect as well as respect for real and personal property, pride in one's work and achievement within one's ability.
- The purpose of this Discipline Policy is to encourage accountability for students' behavior and to assist them to recognize and learn proper decisions so they can become independent and productive members of our democratic society.

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

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

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

- In accordance with federal and state law, it is CREC's policy to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served to meet or exceed the stricter of either the federal nutritional guidelines issued by the U.S. Department of Agriculture or the "Connecticut Nutrition Standards for Foods in Schools".
- In developing goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness, CREC will, as required, review and consider evidence-based strategies and techniques.

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

- Educational records will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process. It is the policy of the CREC Council that staff will comply with all applicable laws and regulations regarding confidentiality and access to all students' records. Procedures shall be implemented to ensure strict confidentiality of student records while providing proper parental and/or student access to records. Availability of these policies and procedures shall be made known annually to all parents/guardians of children within the district.

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

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