



CREC Academy of Aerospace and Engineering

School Year: 2025-2026

*Middle and High School
Student/Parent Handbook*

Table of Contents

[A Message from Administration](#)

[Academy of Aerospace and Engineering Mission for Equity](#)

[Academy of Aerospace and Engineering Mission for Academics](#)

[AAE Values](#)

[CREC Culture and Climate Mission](#)

[Grading and Assessment at AAE](#)

[AAE STUDENT DRESS CODE](#)

[Dress Code & Philosophy](#)

[Attendance](#)

[Parent/Guardian Communication and Involvement](#)

[Teacher and Paraprofessional Qualifications](#)

[Student Records](#)

[School Counselors](#)

[Multilingual Learners*](#)

[Parent Conferences](#)

[Bus Transportation](#)

[Weather Cancellations](#)

[Bell Schedules: School Year 2025-26](#)

[Academics](#)

[Agenda Books](#)

[Passes](#)

[Homework](#)

[Late Work Policy](#)

[Promotion, Retention, and Placement](#)

[Grade Reporting](#)

[Progress Reports](#)

[Report Cards](#)

[Incompletes](#)

[Schedule Revision](#)

[Independent Study](#)

[Advanced Placement](#)

[Minimum Graduation Requirements](#)

[Athletic Eligibility](#)

[Valedictorian/Salutatorian Honors](#)

[Student Expectations, Rights and Responsibilities](#)

[Cellular Phones, Electronic Devices and Telephone Usage](#)

[Academic Dishonesty Policy](#)

[Computers and the Internet Acceptable Use](#)

[Dangerous Instruments and Weapons](#)

[Restorative Approach to Discipline](#)

[Smoking, Drugs, and Alcohol](#)

[Due Process](#)

[Educational Rights of Homeless Children and Youth](#)

[Freedom of Information Act](#)

[Administration of Medication](#)

[Psychotropic Drug Use](#)

[Immunization and Physicals](#)

[Off-Campus Activities](#)

[Participation in Activities](#)

[Skateboards](#)

[Safety Policies](#)

[Accidents](#)

[Transportation Safety Complaints/Procedures](#)

[Emergency Action Plan Guidelines](#)

[Classroom Hold](#)

[Lockdown](#)

[Building Evacuation](#)

[Site Evacuation](#)

[School Lockdown](#)

[Fire Alarms](#)

[Illness at School](#)

[Other Emergencies](#)

[Child Abuse](#)

[School Equipment, Facilities, and Operations](#)

[Advertising](#)

[Student Drop Off and Pick Up](#)

[Daily Schedules and Early Dismissal of School](#)

[Elevator Use](#)

[Equipment and Facilities](#)

[Fees and Expenses](#)

[Lockers](#)

[Lost and Found](#)

[Lunch and Eating](#)

[Messages](#)

[School Issued Materials](#)

[Visitors](#)

[Equal Opportunity Education](#)

[Policy/Regulation Appendix](#)

A Message from Administration

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

That being said, we are excited for all the things to come for you and for our community especially this school year, after two unusual and challenging school years. We know that for some of you, this transition back to school may not be easy, and we are here to help you.

At Aerospace, we get involved in many activities, fill many roles and, obviously, do a lot of work. This handbook makes clear our expectations for your engagement in our school community. Our expectation is that you will work extremely hard on your academics, completing every assignment and preparing for every assessment to the best of your ability. This is, for all intents and purposes, your job, and it's very important that you take pride in being good at your job. You are learning skills and acquiring information that will help you throughout your life, and we hope you recognize the rare and exciting opportunity you have at this phase of life to dedicate yourself to this task.

One thing we have learned by living through this pandemic is that it is important that you maintain balance in your life. Balance helps you feel healthy and fulfilled, accomplishing great things in multiple domains, feeding various parts of your personality. It helps you be a well-rounded person. The world needs your attention and gifts in multiple areas, from giving back to your community, to exercising and maintaining your health, to laughing with and supporting your family and friends.

This is easier said than done, and it is a journey. Never hesitate to ask for assistance. We are here for you and we look forward to an exciting and productive school year

AAE Administration and Staff

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

Capitol Region Education Council
 111 Charter Oak Avenue Hartford, CT 06106
 Phone: (860) 247-2732 www.crec.org www.crecschools.org
Executive Director: Greg Florio, Ed.D. **Superintendent of Schools:** Timothy Sullivan

CREC Academy of Aerospace and Engineering
 1101 Kennedy Road Windsor, CT 06095
 Phone (860) 243-0857 Fax (860) 286-2842 <http://aaen.crecschools.org>

Principal: Adam Johnson

Assistant Principal 9-12: Gina Chace **Assistant Principal 6-8:** Freddie De Jesus

Dean of Students 9-12: Oscar Perez **Dean of Students 6-8:** Deonta Wade

School Nurse: Nina Lavoie, Sara Puhlick

Administrative Assistants: Milka Rivera, Marcy Steiner, Caridad Bonafe, Ari Garcia, Anne Proulx

[Click here to contact us](#)

[Please see our District Calendar 2025-26 here](#)

This Parent-Student Handbook is designed to inform students and families of their responsibilities as members of the AAE community so that they can fully benefit from this experience.

Academy of Aerospace and Engineering Mission for Equity

The Academy of Aerospace & Engineering is a community that is devoted to strengthening the relationships between and among staff and students. Given that we have multifaceted experiences, we strive to evolve our reflective practices and create a just and equitable educational experience.

Throughout the 2025-2026 school year, the Equity Action Team will provide resources and space for staff and students that centers on cultural awareness and racial identity. This work will stem from the HEART of AAE and move into staff and students' overall community and lives.

We are committed to reinforcing and, when necessary, repairing relationships between staff and students, promoting social/cultural identity through hands-on experiences, increasing student voice and leadership through equity ambassadors, amplifying student voice and creating a forum for social justice.

Academy of Aerospace and Engineering Mission for Academics

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

coursework and explore career opportunities presented by industry partners.

In grades six, seven and eight, in addition to traditional academic content, students will gain exposure to our school's themes through field trips, guest speakers, activities in the core curriculum subjects, and authentic projects related to Aerospace and Engineering fields. Middle school students will be exposed to aspects of the career pathways in each field. In high school, students will be exposed to rigorous foundational math and science classes that will prepare them for more focused and advanced work in their junior and senior year. In addition, various STEAM internship opportunities are available for students in their areas of interest to better prepare them for their college and career path.

AAE Values

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

RESPONSIBILITY and ACCOUNTABILITY: Students at AAE have the freedom to make a number of important individual choices. With this freedom, however, comes responsibility, and students will be held accountable for the decisions they make and for their behavior, both on and off campus, while they are members of the school community. Accountability can take many forms, including working with school staff to restore any harm caused by behaviors or actions.

FAIR PLAY and CIVILITY: Everyone at AAE deserves to be treated with respect and courtesy. When there is a breach in our school's norms and/or community standards, we will work with students to restore any harm caused to the community or individual stakeholders using a restorative approach.

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

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

HEALTH and HYGIENE: We advocate for the physical and mental well-being of all members of our community. Therefore, we take care to safeguard personal and community cleanliness. We expressly prohibit the use of drugs, alcohol, and tobacco on or in the vicinity of campus.

CREC Culture and Climate Mission

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

CREC Magnet School parents and staff work together to:

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

CREC Magnet School students will:

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

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

Grading and Assessment at AAE

The purpose of a course grade at AAE is to communicate a student's academic performance to stakeholders, including students, families, staff, and others involved in a student's education.

1. The **Academic Performance Grade** is the academic grade a student receives in a course. This grade must be an accurate representation of the student's progress toward meeting the course-specific academic standards at the end of a learning period. This grade will be reflected on progress reports, report cards, student transcripts, and included in GPA calculations.
2. Students will also be assigned an **Academic Habits of Work Grade** for each course. This grade will be determined based on the Academic Habits Rubric shown below. This grade will be reported on progress reports and report cards, but will not be included in GPA calculations, nor reported on transcripts for the 2025-2026 school year.

Academic Habits	Indicators	Rating
inter-Act	<ul style="list-style-type: none"> ● I communicate and collaborate with all individuals in order to drive learning forward. ● I use words and actions that are fair and kind to others. ● I act as a leader or “team player.” ● I seek out ways to help others learn. 	<input type="checkbox"/> (4) Consistently <input type="checkbox"/> (3) Often <input type="checkbox"/> (2) Sometimes <input type="checkbox"/> (1) Rarely
Aspire	<ul style="list-style-type: none"> ● I challenge myself academically. ● I seek, accept, and apply feedback. ● I self-evaluate in order to determine my strengths and areas in need of improvement. ● I strive to continuously improve. 	<input type="checkbox"/> (4) Consistently <input type="checkbox"/> (3) Often <input type="checkbox"/> (2) Sometimes <input type="checkbox"/> (1) Rarely
Engage	<ul style="list-style-type: none"> ● I initiate tasks independently. ● I am on task for the duration of class. ● I complete my work on time. ● I seek out and manage resources. 	<input type="checkbox"/> (4) Consistently <input type="checkbox"/> (3) Often <input type="checkbox"/> (2) Sometimes <input type="checkbox"/> (1) Rarely

AAE STUDENT DRESS CODE

Dress Code Philosophy

The Academy of Aerospace and Engineering’s Student Dress Code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are as follows:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.

- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing and self-expression.
- Student dress code enforcement should not create barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Acceptable Dress Code CREC Secondary Schools
for the 2023-2024 School Year

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, chest/breasts, and nipples with opaque fabric at all times.

- (a) **Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example: dresses, leggings, or shorts) and shoes; no slides, slippers, or flip flops.**
- (b) Shirts and dresses **must have fabric in the front and on the sides** (under the arms).
- (c) Clothing **must cover undergarments** (visible waistbands and straps are permitted).
- (d) Fabric **covering midsection, breasts/chest, genitals and buttocks** must be opaque (unable to be seen through).
- (e) **No Slides, Slippers, or Open Toe footwear is allowed. All footwear must have a hard sole.** Crocs are ok.
- (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) **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.
- (h) Students are **prohibited from wearing** attire depicting or advocating **violence, criminal activity, use of alcohol or drugs, pornography, or hate speech.**
- (i) **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.

Attendance

A consistent predictor of student success is a strong partnership between home and school. Families are encouraged to connect with AAE in a way that works best for them. Parents/guardians are urged to put a high priority on education and to encourage their children to do the same. In order to maximize available educational opportunities, student attendance is crucial.

We are aware that situations arise when students must be absent from school. If your child will be absent due to illness, observance of a religious holiday or another reason please contact our school

via email at aaemainoffice@crec.org. Providing documentation upon your child's return to school will help us determine if the absence is excused or unexcused.

If there are extenuating circumstances that are preventing your child from getting to school daily, please contact us so that we can support your family in order to help your child be successful in school. [Denise Patterson](#), is our Family Engagement and Community Liaison. Mrs. Patterson, along with other school personnel, works with families to provide resources and support to address attendance concerns.

Attendance Expectations and Responsibilities

Students, Parents/ Guardians, and school staff all share responsibility for ensuring that students are at school and in class.

Teacher and Staff Expectations

- Teachers will accurately record attendance.
- The school will communicate with parents/guardians about student absences, tardies, and any other attendance concerns.
- Grade level teams of teachers will track and monitor student attendance and implement supports and interventions, as appropriate.
- School staff members will refer students in need of additional intervention to school administration and support staff.
- Administrators will enforce attendance policies and oversee related school committees and structures.

Student Expectations:

- Students are expected to attend every class, every day.
- Students are expected to limit absences as much as possible *and* keep track of all accumulated class and daily absences.
- Students are expected to communicate with teachers to make up any work missed during absences.

Parent / Guardians

- Parents/Guardians must stay in regular communication with the school about student attendance matters.
- Parents are encouraged to use the PowerSchool App and the PowerSchool Parent Portal to monitor and track their student's attendance.
- If needed, parents will be asked to attend meetings with school staff to address attendance concerns.

Types of Absences

The high school attendance policy recognizes three types of absences from school: Exempt, Appealable, and Unappealable. Exempt absences do not count towards credit loss. Appealable and Unappealable absences do count towards credit loss. Policies relating to loss of credit are discussed in greater detail in the section titled "Loss of Credit" which appears later in this document.

A.) **Exempt Absences** are documented absences that do NOT lead to loss of credit and do NOT need

to be appealed. Students are allowed to make up missed work and apply it to their grade.

1. **Religious Holidays:** Absences as a result of observance of religious holidays must be documented with a parent/guardian note.
2. **Standardized Testing:** Attendance will be taken and documented by the school for any student who is engaged in standardized testing during the school day.
3. **College Acceptance Orientation:** An absence for a student attending an orientation to a college to which he/she has been accepted will not count towards loss of credit.
4. **Appointments with Student Support Staff:** A scheduled appointment made by support staff will count as an Exempt Absence.
5. **Death in the Family:** For absences due to a death in the family, the parent/guardian must notify the school by providing documentation for the absence.
6. **Long Term Illness:** For students who are absent because of hospitalization or long term illness (three (3) or more consecutive school days), the parent/guardian must provide a physician's note (letterhead, signed, and dated) or other official documentation.
7. **Mandated Court Appearances:** For students who attend court or have been detained, the parent/guardian must notify the school either before the date or in writing when the student returns, and present official documentation from the court/authorities for the dates missed.
8. **Field Trips or School-Related Activities:** Absences relating to school activities may include, but are not limited to, field trips, early dismissal for participation in athletic events, and meetings with school personnel.
9. **Suspension:** For absences due to suspension, the parent/guardian will be notified of the suspension and the date when the student will be expected to return to school. The student must return on the indicated date.
10. **Mental Health Wellness Days** - As of July 1, 2021, all students attending public schools in the state of Connecticut are permitted to take two "Mental Health Wellness: days away from school. These days may not be taken consecutively, and must be documented through a parent email to aaemainoffice@crec.org.

B. **Appealable Absences** are absences for which the school receives written documentation of the reason the student was absent, but do not meet the criteria of Exempt Absences. These absences MAY be appealable. Appealable absences count towards loss of credit, but allow for students to make up missed work and apply it to their grade.

1. **College Visits:** Parents/Guardians are asked to schedule all visits during school vacations or weekends.

2. **Student-initiated Appointments:** Students will work with the support services team at school to determine the most appropriate appointment time(s) during the school day. School counselors, social workers, school psychologists, etc will work closely with students/families.

3. **Short Term Illness:** An absence due to an illness up to two (2) consecutive school days verified by a note from the parent/guardian or physician.

4. **Non-emergency Medical Visits:** Doctor and dental appointments should be scheduled for after-school hours. If after-school arrangements are not possible, then written notice from the physician is required for the absence to be considered for appeal. The physician's note must be presented to the principal or his/her designee upon the student's return to school.

5. **Family Vacations/Trips:** Discretion should be used in planning such events. CREC Magnet Schools strongly discourages travel outside of school vacation periods. Students and parents/guardians should realize that if extended vacations contribute to excessive absence, an appeal for reinstatement of credit will not be possible.

6. **Visits to Nurse:** Visits to the school nurse will count as Appealable absences if the student brings a pass from the teacher and the nurse deems the visit necessary.

7. **Early Dismissal:** Proper documentation for early dismissal will include official documentation from the school nurse or documentation from the parent/guardian including the reason that early dismissal is necessary.

8. **Other:** Other absences with official documentation or documentation from a parent/guardian.

C. **Unappealable Absences** are absences for which the school receives no documentation, documentation received beyond the ten (10) school days notification requirement, or absences that do not meet the criteria to be considered appealable. Unappealable absences count towards loss of credit. Students' grades may be impacted by work they have turned in.

1. **Class Cuts:** Absences from class without permission when a student is in school for the day.

2. **Leaving School Grounds:** Leaving school grounds without permission resulting in missed class time.

Documentation of Absences

For a student's first nine absences of a school year, guardians may excuse a student's absences with "unofficial" documentation in the form of an email or handwritten note.

- An email should be sent to aaemainoffice@crec.org or handed to the main office staff as a physical note.
- After a student has accumulated 10 or more absences, only "official" documentation will be accepted. This includes a note from a medical professional or court documentation.
- All documentation for absences must be received by the AAE Main Office within 10 days of the original absence to be considered for appeal.
- If documentation is not received within this time frame the absence will be unexcused and,

therefore, unappealable.

- The student must present written documentation of an absence to the principal or his/her designee.
- See the section on resources below for more information

Attendance Actions Taken By School Staff

- Each CREC School has an attendance committee that is led by a school administrator
- Each day, CREC schools send a “robocall” to the guardians of any student who is absent from school that day
- As students accumulate full-day absences from school, the school will send letters home (in the form of emails or physical mail) to ensure that guardians are aware of the absences.
- Classroom teachers will communicate with parents about class absences and tardies as appropriate.

Daily Attendance Vs. Class Attendance

Chronic absenteeism and truancy are based on students’ daily school attendance.

In addition to the expectation that students be present in school, there is also an expectation that students will arrive to their classes in a timely manner, and remain in the classroom for the duration of the class period. Students’ ability to earn credit in their courses relies on both their attendance during each class period as well as their academic performance in each class.

As such, students who skip classes or frequently arrive excessively late are in jeopardy of losing academic credit as delineated in the policy below.

Loss of Credit

To achieve a passing grade and credit in a course, students must be in attendance. Should a student accumulate an excess of twelve (12) Appealable and/or Unappealable absences per semester course or twenty-four (24) Appealable and/or Unappealable absences per full-year course, the student will lose credit for that course.

If a student violates the Attendance Policy, their transcript will reflect the appropriate loss of credit. Students are expected to attend class when credit is lost; regular attendance following loss of credit strengthens a student’s appeal.

Summary and Conclusion

Please be aware that our school staff will reach out to you if there are concerns about your child’s attendance. Connecticut statutes mandate that schools report truancy to the state. Further information can be found on <https://www.cga.ct.gov>. Accumulated unexcused absences will result in referral to Youth Service Board and/or Department of Children and Families.

If we can be of any help to you or your child, please call the school at (860) 243-0857. Thank you for your ongoing support of your child’s success at the Academy of Aerospace and Engineering. We look forward to working collaboratively with you to ensure your child’s success in school.

Notification of Regulation

This regulation 5113A-R will be mailed to parents/guardians before each school year. This regulation will be included in the Student Handbook and posted on the school website. This regulation will be reviewed with students in Connection Time or other appropriate class at the start of the school year and will be provided to students and parents/guardians when they register during the school year.

Resources:

https://portal.ct.gov/-/media/SDE/Chronic-Absence/guidelines_excused_and_unexcused_absences.pdf

<https://portal.ct.gov/-/media/SDE/Digest/2021-22/MemoMHWdaysFall-2021.pdf>

Parent/Guardian Communication and Involvement

A great predictor of student success is a strong partnership between home and school. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of the educational opportunities available. Families are encouraged to connect with AAE in a way that works best for them. We hope to return to hosting in-person family events at our school this year. These are great opportunities for you to build relationships with other AAE families and staff. We hope to see you (either in person or virtually) at our Open House night and Family Conferences and we invite you to communicate with us your suggestions for making events most accessible to your family and others.

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

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

Teacher and Paraprofessional Qualifications

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

Student Records

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

School Counselors

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

School Counselor Assignments

Counselors	Grades	Phone Extension
Jennifer Skitromo	Grades 6-8 Student Last Names A-L	X7344
Hannah Kaizer	Grades 6-8 Student Last Names M-ZL	X7346
Andrea Gustafson	Grades 9-11 Student Last Names A-L Grade 12 Student Last Names A-I	X7345
Tiffany Weaver	Grades 9-11 Student Last Names M-Z Grade 12 Student Last Names J-Z	X7343

Multilingual Learners*

All CREC Magnet Schools have a program to assist students for whom English is a second language. Our Multiple Language Learner program provides assistance 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 Vanessa Sosa Briales (vsosabriales@crec.org), CREC's Instructional Supervisor of English Learning.

** We are now using the term "Multilingual Learners" instead of English Language Learners. Our students are regularly learning multiple languages, including English, the family's native language(s), and others!*

Parent Conferences

Parents are encouraged to become partners in their child's educational successes. While we do hold scheduled conferences twice each year, conferences with teachers may be held at any time during the school year. Parents, students, teachers, support staff or administrators may initiate a conference and they can occur on the phone, on zoom, or in person.

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

Bus Transportation

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

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

Leaving for school

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

Boarding the school bus

1. Board the bus at your assigned stop only, unless you have a written permission from the school office to board at a different stop.
2. If you miss the bus, do not flag down or chase after the bus.
3. If you have to cross the road to board the bus, remember:
 - a. Cross the road only when the bus driver signals you to do so.
 - b. Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver's face.
 - c. After the bus driver signals you to cross the road, check both ways to make sure all cars and trucks have stopped.
4. Always remember – if you can touch the side of the bus you are too close!

While on the school bus

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

Weather Cancellations

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

If a decision to have an early dismissal at AAE is made after the start of the home school day, it will be announced on major television and radio stations.

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

Weather in Windsor may differ from the weather in other towns. Therefore, parents should use judgment in allowing their children to travel to AAE when road conditions are questionable. An

absence that occurs because of weather will not affect a student's good standing provided the student makes up missed work and a parent/guardian calls or sends a note, with the reason for the absence, the day the student returns to AAE.

With a two-hour delay, classes begin at 9:30 am.

Bell Schedules: School Year 2025-26

Busses Arrive & Unload: 7:20 – 7:30 AM Grab n’ Go Breakfast: 7:20 – 7:30 AM

Busses Load & Depart: 2:07 - 2:15 PM

Regular Day Bell Schedule - Middle School

	<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>1</i>	7:35 - 8:45 <i>(Includes Announcements)</i>	A	F	Advisory	G	D
<i>2</i>	8:49 - 9:57	B	G	C	H	E
<i>3</i>	10:01 - 11:42 <i>6th Lunch = 10:01 - 10:31</i> <i>7th. Lunch = 10:35 - 11:05</i> <i>8th Gr. Lunch = 11:12 - 11:42</i>	C	H	D	A	F
<i>4</i>	11:46 - 12:54	D	A	E	B	G
<i>5</i>	12:58 - 2:07	E	B	F	C	H
	2:07 - 2:15					

Regular Day Bell Schedule - High School

	<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
1	7:35 - 8:45 <i>(Includes Announcements)</i>	A	F	Advisory	G	D
2	8:49 - 9:57	B	G	C	H	E
3	10:01 - 11:09	C	H	D	A	F
4	11:13 - 12:54 <i>1st Lunch = 11:43 - 12:13</i> <i>2nd Lunch = 12:24 - 12:54</i>	D	A	E	B	G
5	12:58 - 2:07	E	B	F	C	H
	2:07 - 2:15	Dismissal				

Half-Day Bell Schedule - Middle School

<i>Period</i>	<i>Time</i>	<i>Length</i>
1 <i>(Advisory if Wednesday)</i>	7:30 – 8:00	30 Min
2	8:04 – 8:34	30 Min
3 <i>6/7 Gr. Lunch = 8:39 - 9:04</i> <i>8th Gr. Lunch = 9:04 - 9:29</i>	8:39 – 9:29	25 Min class + 25 Min lunch
4	9:33 – 10:23	50 Min
5	10:27 – 10:57	30 Min
Dismissal in 5	10:57 – 11:00	

Half-Day Bell Schedule - High School

<i>Period</i>	<i>Time</i>	<i>Length</i>
1 <i>(Advisory if Wednesday)</i>	7:30 – 8:00	30 Min
2	8:04 – 8:34	30 Min
3	8:39 – 9:29	50 Min
4 <i>1st HS Lunch = 9:33 - 9:58</i> <i>2nd HS Lunch 9:58 - 10:23</i>	9:33 – 10:23	25 Min class + 25 Min lunch
5	10:27 – 10:57	30 Min
Dismissal in 5	10:57 – 11:00	

2 - Hour Delay Schedule - Middle School

<i>Period</i>	<i>Time</i>	<i>Length</i>
1 <i>(Advisory if Wednesday)</i>	9:30 – 10:13	43 Min
2	10:17 - 11:00	43 Min
3 <i>6/7 Gr. Lunch = 11:04 - 11:29</i> <i>8th Gr. Lunch = 11:29 - 11:54</i>	11:04 – 12:25	52 Min + 25 Min Lunch
4	12:26 – 1:16	50 Min
5	1:20 – 2:06	46 Min
Dismissal in 5	2:07 – 2:15	

2 - Hour Delay Schedule - HighSchool

<i>Period</i>	<i>Time</i>	<i>Length</i>
1 <i>(Advisory if Wednesday)</i>	9:30 – 10:13	43 Min
2	10:17 - 11:00	43 Min
3	11:04 – 11:52	48 Min
4 <i>1st Lunch = 11:56 - 12:21</i> <i>2nd Lunch = 12:51 - 1:16</i>	11:56 – 1:16	52 Min + 25 Min Lunch
5	1:20 – 2:06	46 Min
Dismissal in 5	2:07 – 2:15	

Academics

Agenda Books

AAE will provide every student who requests an agenda book with one at the start of the year. All sixth grade students will receive an agenda book. Students may find the agenda book a useful resource in staying organized and managing time.

Passes

Students wishing to leave the classroom to go to the bathroom, nurse, or any other location will obtain a paper pass prior to leaving their assigned room. It is important that students have the pass with them so school staff know that they have permission to leave the room and that their whereabouts are accounted for by their scheduled teacher.

Homework

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

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

Late Work Policy

Teachers and/or Teams must adhere to one, or both, of the following "Late Work Policies."

Option 1:

Student work must be submitted within two weeks of the deadline, with exceptions made for students with prolonged, excused absences. Work submitted after the two-week window reflects insufficient evidence of learning and will receive an IE (40%) in the grade book.

Option 2:

Formative Assessments, classwork, and homework must be submitted prior to their corresponding Summative Assessments. The Summative Assessment represents the most recent evidence of learning and marks the end of that learning period. Formative Assessments, classwork, and homework submitted after the corresponding Summative Assessment will receive an IE (40%) in the grade book.

Teacher Guidance:

In order for a student's Academic Performance Grade to reflect that student learning is ongoing, grade calculations should emphasize the most recent evidence of learning. This can be achieved through the intentional reassessment of skills and knowledge at multiple intervals over the learning period.

As such:

- Teachers are encouraged to provide students with multiple opportunities to show evidence of learning (reassessment) over the course of a learning period.
- If a student shows growth on later assessments of learning, earlier assessments may be “Exempted” in the grade book.
- Teachers are encouraged to exempt missing assignments if students are able to show evidence of learning the skills required later in the learning period.

* A student’s IEP or 504 accommodations may override this policy.

Promotion, Retention, and Placement

CREC encourages and insists on the highest quality of academic performance from all students. It expects excellence from its faculty and vigorously supports teachers’ demands for serious, substantial scholarship from students commensurate with their individual abilities. Instruction and programs must provide maximum opportunity for students to progress through school according to their needs.

The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student.

All teachers must evaluate students’ educational progress during the school year. Student success meetings will be held with families of middle school students who earn low grades in multiple classes throughout the year. At the conclusion of the third quarter, families will be alerted if there is a possibility for their child to be retained, and a plan will be developed to help the student promote to the next grade level. Parents of high school students will be notified at the end of the third quarter if their child is at risk of not earning credit for classes, especially those which would prevent a student from being promoted to the next grade the following year. In the event that a graduating senior does not meet the requirements to graduate, families will be notified by the Principal at the end of May or beginning of June in order to provide students every opportunity to earn the credit needed to graduate. Prior to notification from the principal, families and students will have a series of Graduation Conferences with the student’s School Counselor to create a plan to assist the student with successful completion of credits.

Recommendation for course placement is made by teachers using several data points and for transferring students, a review of the academic transcript. Parents and families are encouraged to discuss recommendations with teachers, and may override teacher recommendations.

The final decision regarding placement or retention will be made by the Principal.

In grades 9 - 12 students must meet the following criteria to advance to the next grade:

- Students who have accrued 6 or more credits are promoted to the 10th grade.
- Students who have accrued 13 or more credits are promoted to the 11th grade.
- Students who have accrued 20 or more credits are promoted to the 12th grade.
- In order to receive a diploma, a minimum of 26.0 credits are required and the mandated course requirements must be met.

Grade Reporting

Families are issued usernames and passwords to access the PowerSchool Parent Portal to keep up to date on student progress. The Parent Portal allows parents and students to track assignment completion and mastery of content. Students and parents should allow one week from the due date for completed assignments to be graded and entered into PowerSchool.

Progress Reports

A progress report is emailed to every family at the midpoint of each marking period.

Report Cards

Student grade and attendance reports are emailed to the student's parents/guardian at the end of each grading period.

Quarter 1: August 27, 2025 - October 31, 2025

Quarter 2: November 3, 2025 - January 23, 2026

Quarter 3: January 26, 2026 - March 31, 2026

Quarter 4: April 1, 2026 - June 12, 2026

Incompletes

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

Schedule Revision

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

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

Independent Study

Independent Study requires one semester of study and/or research in an area agreed upon by the student and his/her Independent Study advisor. If a student is interested in an independent study, s/he must plan with their school counselor to ensure the advisor is available for the independent study. When the counselor has determined qualification, the student must apply for the independent study with the Assistant Principal and will submit a proposal outlining the topic(s) to be studied and the assignment(s) to be completed during the semester. Only completed proposals will be considered. Students may be approved for only one Independent Study. Evaluation of successful completion of the independent study will be determined by the advisor and the student and outlined in the proposal.

Advanced Placement

Students are encouraged to attempt advanced coursework during their time at AAE. College Board Advanced Placement courses are designed to prepare students for the College Board AP exams in May. These courses are very rigorous and require a level of commitment and time that generally far exceeds that of other classes.

Academic staff recommend student placement for the upcoming year based on a student's record of work in current classes, and on College Board testing. In the vast majority of cases, students and parents are in agreement as to the best placement. On occasion, a family may elect to override a teacher's recommendation for course placement.

All students at AAE who enroll in AP tests are encouraged to take the AP exam in May as part of their coursework. Each AP exam costs \$97.00 (this fee is reduced or eliminated for students who qualify for free and reduced lunch). In the beginning of the year, students will have to register for the AP test if they intend on taking it. Students intending to take the AP test must register by November 15. Any student who registers after the deadline (typically in November) will have to pay a late registration fee to the CollegeBoard. This fee is typically \$40. Families of registered students must make payment for each AP exam by the date in November when exams are ordered. Students who decide not to take the test after March 15 will be charged a late cancellation fee of approximately \$40 from the CollegeBoard.

Students who qualify for financial assistance can request a fee waiver from their guidance counselor.

Attempting an excessive number of Advanced Placement credits can overload a student academically. If a student wishes to take more than three AP courses in an academic year, the

request will be reviewed by the AP Coordinator and the student's counselor. For all Honors and AP level courses at AAE, student performance will be reviewed at progress reports and the end of the 1st Quarter. As student success is our goal, the school will schedule family meetings with parents and students if academic performance suggests a placement may not be the right fit; this meeting will serve to recommend alternative course options to families.

Minimum Graduation Requirements

In order to graduate from The Academy of Aerospace and Engineering, a student must have earned a minimum of 26.0 credits and must have met the credit distribution requirements. Students must also demonstrate what they know and are able to do by meeting graduation performance requirements in reading, writing, and mathematics. Credits and course descriptions can be found in the [2025-2026 Program of Studies](#)

Graduation Requirements:

Cluster 1: Humanities		
English	4 credits	Total: 9 credits
Social Studies	3 credits <ul style="list-style-type: none"> • 1 Civics • 0.5 Financial Literacy (Beginning w/ Class of 2027) 	
Fine Art	1 credit	
Humanities Elective	1 credit	
Cluster 2: Science, Technology, Engineering, and Mathematics (STEM)		
Mathematics	4 credits	Total: 10 credits
Laboratory Sciences	4 credits	
STEM Elective	2 credit	
Cluster 3: Fitness, Health, and Safety		
Physical Education & Wellness	1 credit	Total: 2 credits
Health & Safety Education	1 credits	
Cluster 4: World Language		

Foreign Language	2 credits	Total: 2 credits
Cluster 5: Capstone		
Senior Seminar (Capstone)	1 credit	Total: 3 credits
Open Electives	2 credits	
Total Credits: 26 Credits		

**Consideration of reduction of credits will be determined on a case by case basis with the Principal and in conjunction with the Superintendent of Schools. Requests of this nature are rare and will be considered only in extreme circumstances.*

Athletic Eligibility

To be eligible to practice and play from start of school year:

1. Student must have a GPA for either Quarter 4 or Y1 of a 2.2 or higher
2. Student must have no failing grades in one or the other: Quarter 4 or Y1 for each course. An exception is made if a student has failed an AP or ECE course and has a Y1 GPA over 3.0.
 - Example A: Fail Quarter 4 English but pass Y1 - Okay to play
 - Example B: Pass Quarter 4 English but fail Y1 - Okay to play but should attend Summer school for graduation purposes.
 - Example C: Fail Quarter 4 English and Y1 English - Not okay to play (If GPA over 2.2, Summer School is option to fix failure)

To be eligible to practice but NOT play at start of school year:

1. Have a GPA for either Quarter 4 or Y1 of a 1.7 - 2.19
2. 1 or less Failing Grades in Quarter 4 or Y1 for a class
3. A student may practice with two Fs ONLY if one of those Fs is in an AP/ECE class

<p>Full Participant: All Grades:</p> <ol style="list-style-type: none"> 1. Q1 GPA of 2.2 or higher 2. No failing classes <p>When applicable, continued eligibility:</p> <ol style="list-style-type: none"> 1. Q2 GPA of 2.2 or higher. 2. No failing classes 	<p>Practice but not play: All Grades:</p> <ol style="list-style-type: none"> 1. Q1 GPA of 1.7 - 2.19 2. Failing 1 or less class(es) <p>When applicable, continued eligibility:</p> <ol style="list-style-type: none"> 1. Q2 GPA of 1.7 to 2.19 2. 1 or less failing class(es)
--	---

National Honor Society

Exemplary students in grades 11 and 12 who maintain a cumulative GPA of 3.2 or higher may be eligible for induction into AAE's chapter of the National Honor Society (NHS). Students wishing to be considered for NHS membership must submit a complete application. The application process is rigorous, and applications will be reviewed by the selection committee in consideration of the students' overall scholarship, service, leadership, and character in keeping with the four pillars of the National Honor Society. Candidates' service includes voluntary contributions to the school or community, done without compensation. Student leaders are resourceful, effective problem solvers, and idea contributors. Leadership experiences can be drawn from school or community activities while working with or for others. Students of good character are cooperative; demonstrate high standards of honesty and reliability; show courtesy, concern, and respect for others; and generally maintain a clean disciplinary record. Submission of an application does not guarantee membership.

Student Expectations, Rights and Responsibilities

Cellular Phones, Electronic Devices, and Telephone Usage

Cell phone, headphones, and other electronic device use should never interfere with academic success. Personal electronic device use in all school spaces is limited during the normal school hours, except when deemed educationally appropriate by teachers or staff. Use of electronic devices for ANY purpose without the explicit permission of a staff member will be considered a violation of this policy. Middle school students must store their devices in their lockers at the beginning of each day and may not retrieve them until the end of the school day. They are not permitted to use them during the school day. High school students may use their devices only during lunch waves and research blocks.

Please note: Students electing to bring a cell phone, earbuds, or any other electronic device do so at their own risk. The school is not responsible for locating or investigating missing or lost electronic devices, although we will help whenever possible.

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

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

Students who fail to comply with any aspect of the cell phone policy will be subject to disciplinary action in accordance with our cell phone policy which can be viewed [here](#).

Academic Dishonesty Policy

Academic honesty is the expectation for all students at AAE. Acting dishonestly, which

includes stealing property, using ChatGBT and other forms of artificial intelligence, or claiming the ideas/writings of another as one's own, are forms of cheating.

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

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

Computers and the Internet Acceptable Use

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

- 1.** Students will use the Internet or network for school purposes and only in the presence of and/or knowledge of a teacher or other adult.
- 2.** Users will use the Internet in a responsible manner, and will use appropriate language. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.
- 3.** Students will not give out any information about themselves or anyone else.
- 4.** Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
- 5.** Students should notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.
- 6.** Use of the system to access, store or distribute obscene or pornographic material is prohibited.
- 7.** No individual student, personal or academic information will be posted on the Academy web sites without written parental permission.
- 8.** System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.

- 9.** Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.
- 10.** No student will send or receive email except under the direction of or authorization of a teacher or other staff member.
- 11.** All users will adhere to copyright laws and cite appropriately any information, graphics, or other resources that they obtain from the Internet. This also includes unauthorized installation, use, storage or distribution of copyrighted software or materials on district computers.
- 12.** Only those individuals who have been specifically designated as Webmaster or his/her designee by the school district will be allowed to post, alter or delete information from a school website.
- 13.** It is not the intent of this policy to exhaustively enumerate all instances of acceptable and unacceptable use. Therefore, any violation of this policy, even though not specifically mentioned in the guidelines, but determined by AAE administration to be an inappropriate use or to improperly restrict or inhibit other members from using and enjoying the network, may result in access privileges being revoked and in disciplinary actions.
- 14.** AAE Administration reserves the right to monitor and supervise the use of its property. All students will be expected to adhere to the same Acceptable Use standards for appropriate content for personal web pages that can be accessed from the school's computers.
- 15.** AAE has taken reasonable precautions to eliminate objectionable materials from the network. However, it is impossible to restrict all such materials and cannot be held responsible for such materials acquired on the network.
- 16.** Every computer provided to students for school use is considered school property. Students must not make any modifications to any school computer by way of installation of any software (other than school-provided print drivers), adjustment to system files, changing of system permissions, or any other changes that would alter a computer's function from the way it is originally provided to the student.

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

Chromebooks = \$250

Dell Laptops = \$350

HP Laptops = \$700

Chargers = \$60

Screen Replacements = \$25 - \$180 (Depending on device model).

All student devices are to be used for completion of school work. Families must sign a technology agreement, which can be viewed [here](#).

Dangerous Instruments and Weapons

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

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

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

Restorative Approach to Discipline

AAE believes in a restorative approach to discipline in an effort to guide students through the reparation process when they have caused harm to someone else or broken community norms. As such, administrators and the Student Management Assistant employ a variety of strategies to work with students to repair relationships and situations. Strategies include:

- Alternative setting in Reflect and Restore (R&R) Room
- Conference with Administrator, SMA
- Restorative conference with involved parties
- Mediation / Peer Mediation
- Restorative Project

In the event that a situation requires a student to be removed from class, sent home, or suspended, parents will be notified immediately and each situation will be handled on a case by case basis while considering what is best for all parties involved. If students are unable to

participate in class, work will be provided in an effort to avoid loss of instruction. Upon return, students will have a re-entry meeting to strategize how to best rejoin the community and repair harm caused.

Smoking, Drugs, and Alcohol

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

Smoking by students is prohibited at all times. Students shall not smoke or use tobacco or marijuana products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

Due Process

Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against them, the student's right to present their version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any level. The appeal process for suspensions ends with a review at the Executive Director's level. Parent notification may occur at all levels in the "Range of Administrative Behavioral Consequences," but it will occur from "Parent Contact" through "Expulsion" levels. Any violations of the law will be promptly reported to the appropriate law enforcement authorities.

Educational Rights of Homeless Children and Youth

Homeless students under the McKinney Vento Federal Act: Homeless students are defined as those lacking a "fixed, regular and adequate nighttime residence". Students meeting this definition are protected and have the right to maintain their educational placement, are eligible for free school meals and for Title 1A services. If you believe your family meets this definition, please contact the school Liaison for Homeless Students Jennifer Roke, Jonathan Fernandez or the CREC District Liaison, Carole Kerkin.

Freedom of Information Act

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

Administration of Medication

Parents of students requiring medication during school should contact the school nurse.

Special forms are required to permit the administration of medicine in school. They are available from the school nurse. All CREC Magnet Schools follow the State Statutes, regulations and guidelines established by the CT State Department of Education and the Department of Health regarding the carrying, use and dispensing of medications. Students are allowed to carry Epi pens, inhalers and diabetic testing materials and medication.

Psychotropic Drug Use

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

Immunization and Physicals

(Students in K – 12)

In order to provide the best educational experience, school personnel must understand your child's health needs. School health forms request information from you (Part I) which also assists the health care provider in completing the medical evaluation form (part II).

State law requires complete primary immunizations and a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse or a registered nurse licensed pursuant to chapter 378, a physician assistant licensed pursuant to chapter 370, a school medical advisor or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to school entrance in Connecticut (C>G>S Secs. 10-204a and 10-206). An immunization update and additional health assessments are required in the 7th grade and in the 10th grade. This form may also be used for health assessments required every year for students participating in sports teams. Those participating in sports teams must have a physical every year and updated health form prior to participation.

Off-Campus Activities

Occasionally, AAE sponsors activities that will require travel away from the school. Students will provide parents with a permission and information form for them to sign and return to the appropriate staff person for all approved field trips. Students may drive, or ride in, personal cars on school trips only in unusual situations and only with parent/legal guardian authorization. In such school-sponsored trips, all AAE regulations are in effect and will be upheld by the instructor or administrator in charge of the event.

Participation in Activities

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

the administration after consultation with teachers, and will be based on the nature of the offenses and the nature of the activity.

Skateboards

Skateboards are not allowed anywhere on school grounds. AAE cannot be held responsible for injury that results from using a skateboard on school grounds.

Safety Policies

Accidents

If a student is involved in an accident, he or she must report the accident to an administrative assistant in the Main Office. The school nurse will assist in assessing the student and in filing the accident report on behalf of the student.

Transportation Safety Complaints/Procedures

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

Emergency Action Plan Guidelines

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

Classroom Hold

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

Lockdown

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

Building Evacuation

This procedure is commonly practiced as a "fire drill," however, it will be employed in any situation in which there are reasons to evacuate students and staff quickly from the building.

An announcement will be made, or the fire alarm will sound, and students will then move with their class quickly and silently to the nearest/designated exit. The nearest/designated exit is indicated on a sign next to every classroom door. Upon exiting the building, classes will move to the edge of the parking lot, where attendance will be taken.

Site Evacuation

This procedure will be employed after a Building Evacuation has occurred, but there are reasons that prevent staff and students from returning to the building. If needed, the bus company may be contacted to transport students home. Administrators will communicate with families to arrange dismissal and pick up.

School Lockdown

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

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

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

Fire Alarms

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

- Students should walk briskly out of the nearest exit to the directed location.
- Teachers will stay with their class and take attendance to ensure that all students are out of the building.

- Students, who are not in the classroom at the time of a Fire Drill, must join the first group they see and exit the building.

Illness at School

AAE provides health service for emergency needs only. If a student is too ill to remain in class, he/she must report to the office for assistance. Ill students may not be permitted to remain at school. The school nurse will contact a student's family to determine the best course of action for each child. If the nurse is unable to reach the parent/guardian or an authorized person, he or she will exercise their best judgment in assisting the student.

Other Emergencies

Other emergencies, although unlikely, may occur. The most important thing is to remain calm and to pass the information along as quickly and accurately as possible. In the event of any of these emergencies, please alert the school office or an administrator as soon as possible.

Other emergencies may include:

- Hostile Intruder, Suspicious Intruder
- Deadly Weapons, Dangerous Instruments, Firearms
- Abduction – Abduction is defined as the removal of a student from school by a person other than the custodial parent, legal guardian or their verified designee. .
- Bomb Threat
- Threats, Aggression
- Nuclear, Chemical, Bio-Terrorist Attack

Child Abuse

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals 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, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff members 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 the parents and appropriate social agencies in all cases. Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect is also considered child abuse.

School Equipment, Facilities, and Operations

Advertising

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

Student Drop Off and Pick Up

Students should not be dropped off at the building before 7:20 a.m. on normal school days, as we have no supervision in place prior to that time. In addition, students should be picked up promptly after school, evening events, or special events at the school. Students who are being picked up by a parent or guardian will be dismissed at 2:07 p.m.

Students may be dropped off in the morning at the Kennedy road side of the building. All afternoon pickup must take place at the River Street side of the building prior to bus dismissal. Parents may park their cars in the reserved spaces underneath the solar panels on the River Street side of the building. A school security guard or other employee will direct parents to line their cars up at the front of the loop, in front of school buses, at which time students will be dismissed to parents' vehicles.

Daily Schedules and Early Dismissal of School

All students begin classes at 7:31 a.m. each day the Academy is open, and are dismissed at 2:15 p.m. The Academy office opens at 7:15 a.m. and closes at 4:00 p.m. No students should be dropped off before 7:20 a.m. unless specific arrangements have been made with a teacher or other staff member.

Early dismissal days will end at 11:00 a.m. Students who are being picked up by a parent or guardian will be dismissed at 10:53 a.m.

Elevator Use

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

Equipment and Facilities

Responsible and proper care of equipment and facilities is expected from each student. Equipment that is checked out to a student is the sole responsibility of that student. S/he is responsible for returning it at the end of the activity in the same condition in which it was

received. Lost equipment or careless damage to the facilities will be paid for by the individual responsible.

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

Fees and Expenses

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

Materials required for classes will be determined by classroom teachers. If purchasing materials for learning presents a hardship for families, AAE will assist in providing them for students. Students and their parents will be responsible for replacing materials that have been damaged due to inappropriate use.

Lockers

Lockers will be issued to each student. Use of lockers is a privilege, not a right, therefore students are expected to take utmost care to ensure that the locker is closed and locked. Material on the inside of the locker should be easily removed when the student vacates the locker at the end of the year. Lockers are the property of AAE and are subject to search without cause and students should have no expectations of privacy.* *This is dependent on local COVID-19 trends and guidance from government officials.

Lost and Found

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

Lunch and Eating

Students will have a thirty minute lunch period from Monday through Friday during the late morning/early afternoon. Students may not leave the campus to get breakfast or lunch once they have arrived on campus. Students may not order food for delivery without administrative permission. If students are seen picking up food from an ordering service such as DoorDash, Uber Eats, or GrubHub, their food will be held until the end of the day and may be picked up in the main office at dismissal.

Messages

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

School Issued Materials

All school issued materials are the property of AAE and must be returned. Students with

outstanding obligations (unreturned books or other items, ID badges etc.) will not receive grades or transcripts until debts have been cleared. In addition, students may lose the opportunity to participate in non-curricular school activities until outstanding obligations have been cleared.

- Textbooks(including school issued reading books)
- Calculators
- Laptops

Visitors

Students are not allowed to bring any visitors to AAE, during class time or after school. Students who bring visitors (including family) to classes or rehearsals will be asked to leave for the day or to make immediate arrangements for the person(s) to leave.

Equal Opportunity Education

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 a 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.

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 specific activities without jeopardizing other activities.

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

Policy Summary:

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

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

Regulation Summary:

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

account.

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

Policy Summary:

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

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

Policy Summary:

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

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

Policy 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 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 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.