Scholar and Family Handbook
2026-2027

RiverTech at Goodwin University
3 Pent Rd., East Hartford, CT 06118
Phone: 860.929.3801

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Important Information

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<tr><td>Regular School Day

Monday-Friday

7:15 a.m.: Doors open
7:30 a.m.: School day begins
2:15 p.m.: Dismissal begins</td><td>Early Release Days

Monday-Friday

7:15 a.m.: Doors open
7:30 a.m.: School day begins
11:45 p.m.: Dismissal begins</td></tr>
<tr><td colspan="2">RiverTech Communication/Updates
Please be sure we always have a current email and telephone on file.

RiverTech Main Office Telephone: 860.929.3801

RiverTech Website: https://www.goodwinmagnetsystem.org/schools/rivertech

RiverTech Facebook:
https://www.facebook.com/nextechacademygu?mibextid=wwXIfr&rdid=Rjky2KbMr49ogcRm&share_url=https%3A%2F%2Fwww.facebook.com%2Fshare%2F1B1qmxGafd%2F%3Fmibextid%3DwwXIfr

Goodwin University Magnet School System Website: https://www.goodwinmagnetsystem.org/

Parent Square:
This is our communication and family engagement platform which allows us to inform families of school closings, delays, and other important announcements.</td></tr>
<tr><td colspan="2">Transportation

Web: www.crec.org/transportation/rsco.php

Phone: 860-524-4077

Email: RSCOTransportation@crec.org

East Hartford Transportation: 860-904-9783

RSCO Transportation Inclement Weather & Emergency Closing Information:</td></tr>
</table>

RiverTech at Goodwin University is owned and operated by Goodwin University,
RiverTech at Goodwin University
3 Pent Rd.
East Hartford, CT 06118
Phone: 860.929.3801

RiverTech Director: Mark Ambruso mambruso@goodwinmagnetsystem.org

RiverTech Student Services Supervisor: Lauren Linberk llinberk@goodwinmagnetsystem.org

RiverTech Counselor: Tiffany Brown tbrown@goodwinmagnetsystem.org

Non-Discrimination Notice : Goodwin University Magnet System and RiverTech are committed to a policy of equal opportunity/affirmative action for all qualified persons. Goodwin University Magnet System does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, gender identity or expression or any other basis prohibited by Connecticut state and/or federal laws and provides equal access to designated youth groups. The RiverTech does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

RiverTech prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil rights of all community members are guaranteed by law and the protection of those rights is of utmost importance to our school. This document is written in compliance with regulations of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights of 1964 and 1987, Title II of the Americans with Disabilities Act of 1991. Please be aware that violation of Title IX may be a criminal matter and require police intervention. In addition, violations of Title IX may be considered may be considered a violation of child abuse legislation and warrant Department of Children and Families (DCF) intervention.

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

Compliance Coordinator for Title II, VI and IX:
Daniel Moleti, Goodwin University Magnet System, Assistant Superintendent of Human Resources

Compliance Coordinator for Section 504:
Sarah J. Burke, Goodwin University Magnet System, Assistant Superintendent of Student Support Services

MISSION STATEMENT OF DISTRICT

Vision Statement

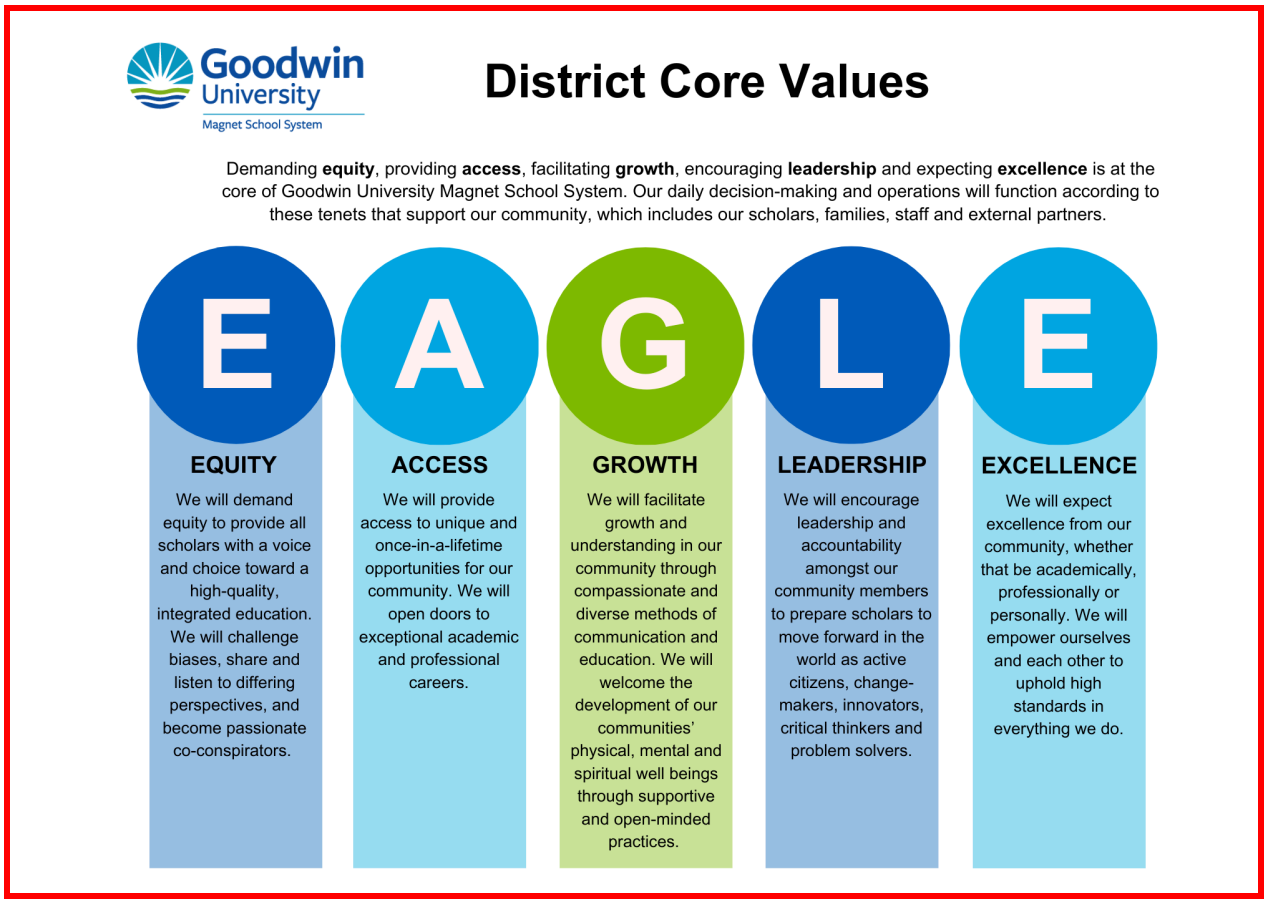
All members of the Goodwin University Magnet School System are empowered to advocate for a just and sustainable world while developing competencies for future success within a transformative PreK-early college system.

Mission Statement

The Goodwin University Magnet School System breaks down barriers while celebrating the many talents within our community. Partnering with families, educators, and the community, we challenge our scholars to take ownership of their learning through authentic, innovative pathways.

Equity Statement

The Goodwin University Magnet School System intentionally disrupts the historical imbalance of power and privilege that continues to marginalize our scholars and community. As a reflective system we strive to eradicate the biases and prejudices of race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion that impact our scholars as they pursue their education. Therefore, we honor and affirm the diverse experiences of others to empower scholars to create a more just and equitable world.



MISSION STATEMENT OF SCHOOL

Mission:

To empower students with the expertise, technical skills, and problem-solving abilities needed to thrive in the ever changing world of advanced manufacturing and entrepreneurial leadership. Through rigorous academics, hands-on technical training, and real world business experience with industry partners, RiverTech prepares graduates to be innovative thinkers, collaborative team members, and industry-ready leaders. We are committed to fostering curiosity, design thinking, and a lifelong passion for learning, ensuring that our students are ready to shape the future of manufacturing, develop their own businesses, and thrive in a global economy.

Vision:

An active learning community where students become skilled at leading-edge and emerging manufacturing technologies, think creatively to solve real-world challenges, and lead with integrity. By integrating innovation with entrepreneurial thinking into every aspect of learning, we will inspire the next generation of makers, business innovators, and industry-ready leaders who build a technology-driven future.

Magnet Standards:

- **Magnet Standard 1. Collaboration, Teamwork & Self Actualization**
  - **Graduation Domain 1. Promoting well being of self and others**
    1.1 Advocate for and respect personal beliefs and ideas
    1.2 Commit to continuous learning and self-improvement
  - **Graduation Domain 2. Using logical and rational thought processes to navigate real-world challenges**
    1.3 Analyze situations critically through diverse perspectives
    1.4 Make logical, evidence-based decisions and adjust opinions with new information
  - **Graduation Domain 3. Ready to succeed on college or career**
    1.5 Communicate ideas clearly and concisely
    1.6 Collaborate effectively, valuing other's ideas, opinions, ad expertise toward shared goal

- **Magnet Standard 2. Industry Readiness, Safety & Professional Responsibility**
  - **Graduation Domain 1. Promoting well being of self and others**
    2.1 Apply a management strategy in order to collaborate effectively in team environments and individually
    2.2 Identify and apply stress-management strategies to promote psychological safety for self and others
  - **Graduation Domain 2. Using logical and rational thought processes to navigate real-world challenges**
    2.3 Consistently follow safety protocols in both lab and workplace environments
  - **Graduation Domain 3. Ready to succeed on college or career**
    2.4 Develop a realistic college or career plan aligned with personal goals and demonstrate soft skills
    2.5 Demonstrate professionalism, integrate, and strong employability skills ion academic and workplace settings

- **Magnet Standard 3. Design Thinking & Problem Solving**
  - **Graduation Domain 1. Promoting well being of self and others**
    3.1 Empathize and evaluate ideas respectfully
  - **Graduation Domain 2. Using logical and rational thought processes to navigate real-world challenges**
    3.2 Apply a systematic approach to navigate real-world challenges
  - **Graduation Domain 3. Ready to succeed on college or career**
    3.3 Construct solutions through iteration

RiverTech Magnet Standards Matrix			
RiverTech at Goodwin University	**Graduation Domain 1:** *Promoting Well Being of self and others*	**Graduation Domain 2:** *Using logical and rational thought processes to navigate real-world challenges.*	**Graduation Domain 3:** *Ready to succeed in college or career*
Magnet Standard 1: *Collaboration, Teamwork & Self Actualization*	1.1 Advocate for and respect personal beliefs and ideas 1.2 Commit to continuous learning and self-improvement.	1.3 Analyze situations critically through diverse perspectives 1.4 Make logical, evidence-based decisions and adjust opinions with new information	1.5 Communicate ideas clearly and concisely 1.6 Collaborate effectively, valuing others' ideas, opinions, and expertise toward shared goals
Magnet Standard 2: *Industry Readiness, Safety & Professional Responsibility*	2.1 Apply a management strategy in order to collaborate effectively in team environments and individually 2.2 Identify and apply stress-management strategies to promote psychological safety for self and others	2.3 Consistently follow safety protocols in both lab and workplace environments.	2.4 Develop a realistic college or career plan aligned with personal goals and demonstrate strong soft skills. 2.5 Demonstrate professionalism, integrity, and strong employability skills in academic and workplace settings.
Magnet Standard 3: *Design Thinking & Problem Solving*	3.1 Empathize and evaluate ideas respectfully	3.2 Apply a systematic approach to navigate real-world challenges	3.3 Construct solutions through iteration

EQUAL OPPORTUNITY and NON-DISCRIMINATION

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

Goodwin University Magnet Systems Assistant Superintendent of Human Resources, Daniel Moleti, is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

EQUALITY OF OPPORTUNITY STATEMENT

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

understanding of the diverse cultures and heritages that form our society.

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

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

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

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

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

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

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

- has a physical or mental impairment which substantially limits one or more of such person's major life activities;
- has a record of such an impairment; or
- is regarded as having such an impairment

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

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

Should you have any questions regarding Section 504, please call your child's school counselor. Any eligible person, including any scholar, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator, Sarah J Burke, within 30 days of the alleged occurrence.

ANTI-RACISM

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

ARRIVAL AND DISMISSAL PROCEDURES

Please review these procedures with your student along with other members of your family or ANY other persons responsible for picking up your student at school. Please also consider this when listing an emergency contact. Make certain that person is willing and flexible to pick your student up for a routine or emergency dismissal.

Students may be dropped off no earlier than 7:15. Students arriving after 7:30 will be considered late and must sign in at the front desk. The school day ends at 2:15 at which time all students are dismissed.

ATTENDANCE

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

(Series 5000)

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education (the "Board"), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Public Act No. 22-47
Connecticut General Statutes § 10-220
Connecticut General Statutes § 10-184
Connecticut General Statutes § 10-186
Connecticut General Statutes § 10-198a
Connecticut General Statutes § 10-198b
Connecticut General Statutes § 10-198c
Connecticut General Statutes § 10-198d
Connecticut General Statutes § 10-198e
Connecticut General Statutes § 10-198f
Connecticut State Department of Education, *Guidelines for Reporting Student Attendance in the Public School Information System* (January 2008)
Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)
Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)
Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)
Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)
Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

ADOPTED: 4.20.23

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

(Series 5000)

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education (the "Board"), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law. The Board also authorizes the Superintendent to adopt and maintain procedures regarding the potential loss of course credit for students exhibiting absenteeism.

Legal References:

Public Act No. 22-47
Connecticut General Statutes § 10-220
Connecticut General Statutes § 10-184
Connecticut General Statutes § 10-186
Connecticut General Statutes § 10-198a
Connecticut General Statutes § 10-198b
Connecticut General Statutes § 10-198c
Connecticut General Statutes § 10-198d
Connecticut General Statutes § 10-198e
Connecticut General Statutes § 10-198f
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Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)
Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)
Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)
Connecticut State Department of Education Memorandum, *Adoption of Remote Absence* (September 7, 2022)
Connecticut State Board of Education Resolution (September 7, 2022)

ADOPTED: 4.20.23

ADMINISTRATIVE REGULATIONS REGARDING
ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

I. Attendance and Truancy

A. Definitions for Section I

1. "Absence" - any day during which a student is not considered "in attendance" as defined in these regulations.

2. "Disciplinary absence" - any absence as a result of school or District disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent except for each day that the student receives alternative education programming for at least half the instructional school day. A disciplinary absence is not considered excused or unexcused for attendance and truancy purposes.

3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

4. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:

   a. Any absence before the student's tenth (10^{th}) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.

   b. For the student's tenth (10^{th}) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

      i. student illness (verified by an appropriately licensed medical professional);

ii. religious holidays;

iii. mandated court appearances (documentation required);

iv. funeral or death in the family, or other emergency beyond the control of the student's family;

v. extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education guidance and this regulation; or

vi. lack of transportation that is normally provided by a District other than the one the student attends.

c. A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.

"Excused absence" excludes a student's engagement in (1) virtual classes, (2) virtual meetings, (3) activities on time-logged electronic systems, and (4) the completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning.

5. "In attendance" - any day during which a student is present at the student's assigned school, and/or participating in an activity sponsored by the school (*e.g.,* field trip) for at least half of the regular school day, and/or participating in statutorily authorized remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings; activities on time logged electronic systems, and/or the completion and submission of assignments for at least half of the instructional school day.

6. “Mental health wellness day” - a school day during which a student attends to such a student's emotional and psychological well-being in lieu of attending school.

7. “Remote learning” means instruction by means of one or more Internet-based software platforms as part of a remote learning model as may be authorized by the Goodwin University Magnet Schools Board of Education (the “Board”) in accordance with applicable law.

8. "Student" - a student enrolled in the Goodwin University Magnet Schools (the “District”).

9. "Truant" - any student five (5) to eighteen (18**)** years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

10. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.
The determination of whether an absence is excused will be made by the building principal or designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or designee, whose decision shall be final.

B. Mental Health Wellness Days
Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student’s parent/guardian is documented by the student’s school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an “absence” for determining chronic absenteeism, as defined in Section II of this policy.

C. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student’s return to school. Consecutive days of absence are considered one incidence of absence.

2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

3. For the student's tenth (10^{th}) absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:

    a. student illness:

        i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or

        ii. a signed note from the school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.

    b. religious holidays: none.

    c. mandated court appearances:

        i. a police summons;

        ii. a subpoena;

        iii. a notice to appear;

        iv. a signed note from a court official; or

        v. any other official, written documentation of the legal requirement to appear in court.

    d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.

    e. extraordinary educational opportunity pre-approved by the District administrators and in accordance with Connecticut State Department of

Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.

f. lack of transportation that is normally provided by a District other than the one the student attends: none.

4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in the administrator's own discretion, accept the delivery of written documentation through a scanned copy sent by email.

5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.

6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at the principal's own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

7. A scholar who is absent 2 or more blocks, may not participate in after-school activities such as, but not limited to, athletics, tutoring, or dances. Educators will provide alternative assignments for missed evening events, such as an art show or musical performance.

8. A scholar who is 15 minutes, or more, late for an academic class will be considered absent. A scholar who is 35 minutes, or more, late for a technical class, will be considered an absent.

9. Scholars must be in attendance in school for a minimum of a half-day in order to participate in an evening or extracurricular event.

D. <u>Extraordinary Educational Opportunities</u>

1. To qualify as an extraordinary educational opportunity, the opportunity must:

a. be educational in nature and must have a learning objective related to the student's course work or plan of study;

b. be an opportunity not ordinarily available to the student;

c. be grade and developmentally appropriate; and

d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.

2. Family vacations do not qualify as extraordinary educational opportunities.

3. All requests for approval of extraordinary educational opportunities must:

a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;

b. contain the signatures of both the parent/guardian and the student;

c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and

d. include additional documentation, where available, about the opportunity.

4. The building principal shall provide a response in writing and include the following:

a. either approval or denial of the request;

b. brief reason for any denial;

c. any requirements placed upon the student as a condition of approval;

d. the specific days approved as excused absences for the opportunity; and

e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.

5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.

6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.

7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

E. Truancy Exceptions:

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school District office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. Until June 30, 2023, a student seventeen (17) years of age shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school District office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the District provided the parent (or person having control of the child) with information on the educational options available in the school system and community.

3. Beginning July 1, 2023, a student who is eighteen (18) years of age or older may withdraw from school. Such students shall personally appear in person at the school district office and sign a withdrawal form. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the District provided such student with information on the educational options available in the school system and community.

4. Beginning July 1, 2023, a student seventeen (17) years of age shall not be considered truant if the parent or person having control over such child withdraws such child from school and enrolls such child in an adult education program pursuant to Conn. Gen. Stat. § 10-69. Such parent or person shall personally appear at the school District office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that the District has provided such parent or person with information on

the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

5. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

F. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section E.2 or E.4, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section E.2 or E.4, above) seeks readmission within ten (10) school days of the student's withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

G. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless the student receives an alternative educational program for at least half of the instructional school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

H. Procedures for students in grades K-8*

1. Notification

a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent

or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the District.

b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal or designee shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent.] Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

I. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

a. When a student is truant, the building principal or designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The District shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise non-responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

b. When a student is truant, the Superintendent or designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The District shall document efforts to contact and include families and to provide early intervention in truancy matters.
When a student is truant, the Superintendent or designee shall provide notice to the student's parent or guardian of the information concerning the existence and availability of the 2-1-1 Infoline program, and other pediatric mental and behavioral health screening services and tools described in Conn. Gen. Stat. § 17a-22r.

d. Beginning July 1, 2023, when a student is truant, an appropriate school mental health specialist, as determined by the District, shall conduct an evaluation of the student to determine if additional behavioral health interventions are necessary for the well-being of the child. "School mental health specialist" means any person employed by the District to provide mental health services to students, including but not limited to a school social worker, school psychologist, trauma specialist, behavior technician, board certified behavior analyst, school counselor, licensed professional counselor or licensed marriage and family therapist.

e. If the Commissioner of Education determines that any school under the jurisdiction of the Board has a disproportionately high rate of truancy, the District shall implement in that school a truancy intervention model identified by the Department of Education pursuant to Conn. Gen. Stat. § 10-198e.

f. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team or other appropriate school based team (the "Team") to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

g. Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or

designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

J. Attendance Records

All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).

II. Chronic Absenteeism

A. Definitions for Section II

1. "Chronically absent child" - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year.
2. "Absence" - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to Conn. Gen. Stat. § 10-198b and these administrative regulations.
3. "District chronic absenteeism rate" - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of students under the jurisdiction of the Board for such school year.
4. "School chronic absenteeism rate" - the total number of chronically absent students for a school in the previous school year divided by the total number of students enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the District.
If a school under the jurisdiction of the Board has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.
If the Board has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the District or at each such school.
If the Board has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the District or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from

community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.9, and chronically absent students and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent students, discussing school interventions and community referrals for such truants and chronically absent students and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Board and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, the Board shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the District as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the Board to reduce truancy in the District.

IV. Evolving State Department of Education and State Board of Education Guidance

The Board will comply with any and all guidance issued by the State Department of Education and/or State Board of Education regarding attendance requirements, including during periods of remote learning.

Legal References:
Public Act No. 22-47
Connecticut General Statutes § 10-220
Connecticut General Statutes § 10-184
Connecticut General Statutes § 10-186
Connecticut General Statutes § 10-198a
Connecticut General Statutes § 10-198b
Connecticut General Statutes § 10-198c
Connecticut General Statutes § 10-198d
Connecticut General Statutes § 10-198e
Connecticut General Statutes § 10-198f
Connecticut State Department of Education, *Guidelines for Reporting Student Attendance in the Public School Information System* (January 2008)
Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)
Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)
Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)
Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)
Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)
Connecticut State Department of Education Memorandum, *Adoption of Remote Absence* (September 7, 2022)
Connecticut State Board of Education Resolution (September 7, 2022)

V. RiverTech Attendance Intervention Plan

A. Overview

The Board and the District are committed to working with scholars and their parent(s)/guardian(s) to facilitate consistent school attendance. As part of this commitment, the District has created the RiverTech Attendance Intervention Plan ("Attendance Intervention Plan"). The Attendance Coordinator shall be responsible for overseeing such plan and will serve as the point person for monitoring school-wide attendance trends and supporting staff with assisting scholars. In implementing the Attendance Intervention Plan:

1. Advisors shall serve as the first point of contact in monitoring individual scholar attendance with weekly review of Powerschool data regarding absences.

2. The Attendance Coordinator and RiverTech administration will meet weekly to identify scholars who may require additional attendance support. Attendance support may include, but is not limited to: a letter home, home visit, team meeting, support from outside agencies, referral to SRBI, implementation of checkin-checkout procedures, and other interventions. If a scholar is identified as requiring additional attendance support, the scholar and the scholar's parent/guardian shall also be provided with information about the Attendance Intervention Plan and the potential consequences of absenteeism, including potential loss of course credit.

3. The District shall establish an Attendance Review Board composed of the school principal, school counselor, an educator, social worker and the Attendance Coordinator. The Attendance Review Board shall meet at the end of each quarter to review all attendance-related information provided by the Attendance Coordinator and RiverTech administration, including potential credit losses. The Attendance Review Board shall also oversee the Appeals Process for Restoration of Credit ("Appeals Process"), as detailed below.

B. <u>Loss of Credit</u>

Course credit is traditionally based on the "Carnegie Unit" or "seat time", which measures the amount of time a scholar has studied a subject. As such, one credit is awarded based on the attending 90-minute blocks in a full year course. Absenteeism affects the amount of "seat time" a scholar spends in a course and can result in scholars not reaching the minimum time required for awarding course credit. Given the importance of attendance to the educational process, the District authorizes the RiverTech administration to withhold credit from a scholar who has been absent for ten (10) percent or more of the academic school year, unless such absences are the result of a medical condition and have been excused by the scholar's physician.

1. *Absenteeism Thresholds for Loss of Credit for Semester and Full-year Courses*
   a. For semester courses, scholars who have more than five (5) total absences (excused and/or unexcused combined, but not including absences due to a documented medical condition) shall not receive credit for the course. For full-year courses, scholars who have more than nine (9) total absences (excused and/or unexcused combined, but not including absences due to a documented medical condition) shall not receive credit for the course. However, scholars shall be afforded the opportunity to appeal the loss of credit in accordance with these regulations.
   b. When a scholar exceeds the threshold number of absences identified above, a letter will be sent home informing the scholar and the scholar's parent/guardian of the loss of credit and the opportunity to appeal such loss of credit in accordance with the Appeals Process, below.
   c. Scholars who lose credit due to absenteeism must remain enrolled in the course during the Appeals Process for possible reinstatement of credit.

2. *Effect of Loss of Credit*
   a. The scholar's transcript shall reflect NC (no credit).
   b. The scholar may have to repeat the course or take its equivalent, if needed for graduation.
   c. The scholar may have to take additional courses to earn the number of credits required for graduation.

3. *Appeals Process for Restoration of Credit*
      a. Scholars who exceed the maximum allowable absences may appeal the loss of credit by submitting an Application for Credit Restoration Form ("Application") to the Attendance Review Board a week prior to the end of the semester of appeal. Scholars may obtain the Application from their School Counselor.
      b. The Application must be submitted in writing within the designated application period for each semester, thereby starting the Appeals Process. When petitioning for the restoration of credit, scholars and parents/guardians must provide all documentation requested by the Attendance Review Board, including but not limited to documentation of the scholar's absences.
      c. The scholar and the scholar's parent/guardian are responsible for submitting a timely application and initiating the Appeals Process. Failure to do so shall result in the loss

of credit, without further potential for appeal.

d. The Attendance Review Board shall review the Application and related documentation, including but not limited to a written statement by the scholar, documentation of the scholar's absences, and the scholar's attendance record since the loss of credit letter was issued. In considering the request for restoration of course credit, the Attendance Review Board may direct the scholar and/or the scholar's parent/guardian to provide additional information. The Attendance Review Board may also consider the following:
    i. Types of absences (*e.g.,* unexcused versus excused). Class cutting will be viewed negatively;
    ii. Make-up work completed by scholar;
    iii. Unusual and extenuating circumstances; and/or
    iv. Any other information relevant to the scholar's attendance and participation in the class.
e. The following reasons shall not form the sole basis for an appeal and/or restoration of course credit:
    i. Absences due to vacations.
    ii. A passing grade.
f. Upon review of the Application and all related documentation, the Attendance Review Board shall determine whether to hold a hearing in order to obtain additional information from the scholar, the scholar's parent/guardian, and/or the scholar's educator or other school staff. If the Attendance Review Board determines that a hearing is appropriate, it shall provide the scholar and the scholar's parent/guardian with at least five (5) days' notice, as well as additional information regarding the conduct of the hearing.
g. The Attendance Review Board shall provide the scholar and the scholar's parent/guardian with a written determination regarding the Application for the Restoration of Credit within 5 days of the Appeal Meeting. The Attendance Review Board may grant or deny restoration of credit. At its discretion, the Attendance Review Board may also grant restoration of credit on a conditional basis, such as upon confirmation of changes in scholar behaviors or receipt of additional documentation.
h. The decision of the Attendance Review Board shall be final.

AUTOMATED PHONE MESSAGING SYSTEMS

The Goodwin Magnet School System and RiverTech use the following automated messaging systems; ***School Messenger*** and ***Parent Square***. These give the school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community, or they can tailor transmissions to smaller groups, when needed. Such calls are

permitted without prior consent if limited to notice of emergency items, such as weather-related closures, issues of scholar safety and health, and threats of imminent danger. Parental consent will be sought when the messaging system will be used for other informational items.

BULLYING

BULLYING PREVENTION AND INTERVENTION POLICY

(Series 5000)

The Goodwin University Magnet School System Board of Education (the "Board") is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board 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 a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

The Board also prohibits any form of bullying behavior 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. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, **"Bullying"** means an act that is direct or indirect and severe, persistent or pervasive, which:

(1) causes physical or emotional harm to an individual;

(2) places an individual in reasonable fear of physical or emotional harm; or

(3) infringes on the rights or opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status,

academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, **"Teen Dating Violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Consistent with the requirements under state law, the Board authorizes the Superintendent or designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

(1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;

(2) enable the parents or guardians of students to file written reports of suspected bullying;

(3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

(4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;

(5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

(6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;

(7) provide for the inclusion of language in student codes of conduct concerning bullying;

(8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;

(9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;

(10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;

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

(12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (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;

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

(18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Board shall submit its Safe School Climate Plan to the State Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

7/31/2021

BUS CONDUCT

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

CAFETERIA

Breakfast and lunch are to be eaten in a designated area. . Rules of cleanliness are to be observed at all times. Misconduct during lunchtime may be cause for disciplinary action deemed appropriate for the misconduct.

The Goodwin University Magnet School System Board of Education recognizes the importance of providing nutritious food to students in the Goodwin University Magnet Schools.

The Board is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), and the District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced price meals and provide information regarding how a household may make an application for these benefits. Such notice and application will generally be distributed at the beginning of each school year.]

Charging Meals

The District uses an automated prepayment system for student meal accounts. Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student's account has insufficient funds.

The Board prohibits publicly identifying or shaming a student for any unpaid meal charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student;
- Designating a specific meal option for the student; or
- Otherwise taking any disciplinary action against the student.

Collection of Unpaid Meal Charges

The District's efforts to recover from households' money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purposes of this policy, "delinquent debt" means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. The first such communication will be a written communication, by mail or e-mail. Subsequent written and verbal communications with parents/guardians concerning delinquent debt will be made by the building administrator or designee, as may be necessary and appropriate. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications with parents/guardians regarding collection of a student's unpaid meal charges shall include ***[IF APPLICABLE: an application for free***

or reduced price meals,] information on local food pantries and the Connecticut Department of Social Services' supplemental nutrition assistance program, and a link to the District's or Town's website that lists any community services available to Town residents.

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless education liaison.

The Board shall comply with applicable federal and state laws and other federal or state requirements concerning the collection of unpaid meal charges. The Board may accept gifts, donations or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the District during the school year. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

Legal References:

State law:

Connecticut General Statutes

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

State of Connecticut, Department of Education, School Health, Nutrition and Family Services Operational Memorandum No. 11-22, "Connecticut Statutory Requirements for Unpaid Meal Charges in Public Schools," June 15, 2022.

State of Connecticut, Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016.

Federal law:

7 C.F.R. Part 210 National School Lunch Program.

7 C.F.R. Part 220 School Breakfast Program.

7 C.F.R. Part 245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policy," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 57-2016, "Unpaid Meal Charges: Guidance and Q&A," Sept. 16, 2016.

APPROVED: 4.20.23

CALENDAR

The district calendar shows the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods and other pertinent dates. The board of education will establish a firm graduation date which is no earlier than the 180th day noted in the school calendar originally adopted by the board for the school year. The calendar is located below and can also be viewed on this link: District Calendar.

District Calendar:

Goodwin University
Magnet School System

417 Main Street, East Hartford, CT 06118
860.929.3116
www.goodwinmagnetsystem.org

August (5/5)					September (21/26)					October (21/47)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	77		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30

November (17/64)					December (17/81)					January (18/99)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6		1	2	3	4					1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
30					28	29	30	31		25	26	27	28	29

February (17/116)					March (21/137)					April (17/154)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5	1	2	3	4	5				1	2
8	9	10	11	12	8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30

May (20/174)					June (8/182)				
M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7		1	2	3	4
10	11	12	13	14	7	8	9**	10	<11>
17	18	19	20	21	<14>	<15>	<16>	<17>	18
24	25	26	27	28	21	22	23	24	25
31					28	29			

The first five (5) days lost to weather-related closings will be made up following the scheduled last day of school. Any additional closures will be made up during April Recess, beginning with April 12th and moving forward.

Key

- New Staff Orientation
- Holidays
- PD Day- Scholars off/Staff In
- Early Dismissal - for Scholars
- Fall Conferences - RMS
- Fall Conferences - CTRA/RT
- Spring Conferences - ALL
- First & Last Day of School

<#> **Make-up days, if needed**

2026-2027 SCHOOL CALENDAR
Salvatore Menzo, Superintendent

August 19	**New Staff Orientation**
August 20-24	**Teacher Professional Development**
August 25	**First Day of School for Scholars**
November 4-6	**Fall Conferences - CTRA/RT**
December 9-11	**Fall Conferences - RMS**
March 17-19	**Spring Conferences - RMS/CTRA/RT**
June 10	**Last Day of School for Scholars (Early Dismissal)**

HOLIDAYS (STUDENTS AND STAFF OFF)

September 7	**Labor Day**
October 12	**Indigenous Peoples' Day**
November 11	**Veterans Day**
November 26-27	**Thanksgiving**
December 24-January 1	**Holiday Recess**
January 1	**New Year's Day**
January 6	**Three Kings Day**
January 18	**Martin Luther King Day**
February 15-16	**Presidents' Day Recess**
March 26	**Good Friday**
April 12-16	**April Recess**
May 31	**Memorial Day**
June 18	**Juneteenth**

REGIONAL PD DAYS (STUDENTS OFF - STAFF REPORT)

August 19	**New Educator Professional Development**
August 20-24	**All Staff Professional Development**
November 3	**Staff Professional Development**
February 5	**Staff Professional Development**
March 12	**Wellness Day**

EARLY DISMISSAL (STAFF PROFESSIONAL DEVELOPMENT)

Staff Professional Development	**Early Dismissal**
September 18, 25	November 25
October 2, 23	December 23
January 15, 29	June 9, 10
February 26	****June 9- CTRA Graduation**
April 2, 30	
May 14	
June 4	

RiverTech Calendar (Academic/Technical Cycles)

RiverTech Academy @ Goodwin University 2026-27									
August/ September						October			
M	T	W	Th	F	M	T	W	Th	F
			20	21				1 - C1	2 - D1
24	25 - A1	26 - B1	27 - C1	28 - D1	5 - A2	6 - B2	7 - C2	8 - D2	9 - A1
31 - A2	1 - B2	2 - C2	3 - D2	4 - A1	12	13 - B1	14 - C1	15 - D1	16 - A2
7	8 - B1	9 - C1	10 - D1	11 - A2	19 - B2	20 - C2	21 - D2	22 - A1	23 - B1
14 - B2	15 - C2	16 - D2	17 - A1	18 - B1	26 - C1	27 - D1	28 - A2	29 - B2	30 - C2
21 - C1	22 - D1	23 - A2	24 - B2	25 - C2					
28 - D2	29 - A1	30 - B1							
November					December				
M	T	W	Th	F	M	T	W	Th	F
2 - D2	3	4 - A1	5 - B1	6 - C1		1 - A1	2 - B1	3 - C1	4 - D1
9 - D1	10 - A2	11	12 - B2	13 - C2	7 - A2	8 - B2	9 - C2	10 - D2	11 - A1
16 - D2	17 - A1	18 - B1	19 - C1	20 - D1	14 - B1	15 - C1	16 - D1	17 - A2	18 - B2
23 - A2	24 - B2	25 - C2	26	27	22 - C2	22 - D2	23	24	25
30 - D2					28	29	30	31	
January					February				
M	T	W	Th	F	M	T	W	Th	F
				1	1 - C1	2 - D1	3 - A2	4 - B2	5
4 - A1	5 - B1	6	7 - C1	8 - D1	8 - C2	9 - D2	10 - A1	11 - B1	12 - C1
11 - A2	12 - B2	13 - C2	14 - D2	15 - A1	15 PD	16	17 - D1	18 - A2	19 - B2
18 MLK	19 - B1	20 - C1	21 - D1	22 - A2	22 - C2	23 - D2	24 - A1	25 - B1	26 - C1
25 - B2	26 - C2	27 - D2	28 - A1	29 - B1					
March					April				
M	T	W	Th	F	M	T	W	Th	F
1 - D1	2 - A2	3 - B2	4 - C2	5 - D2				1 - A1	2 - B1
8 - A1	9 - B1	10 - C1	11 - D1	12	5 - C1	6 - D1	7 - A2	8 - B2	9 - C2
15 - A2	16 - B2	17 - C2	18 - D2	19 - A1	12	13	14	15	16
22 - B1	23 - C1	24 - D1	25 - A2	26	19 - A1	20 - B1	21 - C1	22 - D1	23 - A2
29 - B2	30 - C2	31 - D2			26 - B2	27 -C2	28 - D2	29 - A1	30 - B1
May					June				
M	T	W	Th	F	M	T	W	Th	F
3 - C1	4 - D1	5 - A2	6 - B2	7 - C2		1 - C2	2 - D2	3 - A1	4 - B1
10 - D2	11 - A1	12 - B1	13 - C1	14 - D1	7 - C1	8 - D1	9 - A2	10 - B2	<11>
17 - A2	18 - B2	19 - C2	20 - D2	21 - A1	<14>	<15>	<16>	<17>	18
24 - B1	25 - C1	26 - D1	27 - A2	28 - B2	21	22	23	24	25
31									
							<> Possible Snow Make Up Days		
Holidays (Students and Staff Off)									

Scholars spend 8 days in academic classes and 8 days in technical classes based on a scholar's grade level. The academic schedule is a fixed 6 period day, while the technical classes follow an A1-D2 rotating schedule as depicted above.

SEMESTER 1				SEMESTER 2		
Dates	**Grade 9**	**Grade 10**		**Dates**	**Grade 9**	**Grade 10**
8/25-9/3	Technical	Academic		1/28-2/9	Technical	Academic
9/4-9/16	Academic	Technical		2/10-2/23	Academic	Technical
9/17-9/28	Technical	Academic		2/24-3/5	Technical	Academic
9/29-10/8	Academic	Technical		3/8-3/18	Academic	Technical
10/9-10/21	Technical	Academic		3/19-3/31	Technical	Academic
10/22-11/2	Academic	Technical		4/1-4/9*	Academic	Technical
11/4-11/16	Technical	Academic		4/19- 4/28	Technical	Academic
11/17-11/30	Academic	Technical		4/29-5/10	Academic	Technical
12/1-12/10	Technical	Academic		5/11-5/20	Technical	Academic
12/11-12/22	Academic	Technical		5/21-6/2	Academic	Technical
1/4-1/14	Technical	Academic		5/20-5/28	Technical	Academic
1/15-1/27	Academic	Technical		6/3-6/10	Academic	Technical
				* 7 DAY CYCLE		
10/29: Quarter 1 ends						
1/19: Quarter 2 ends						
3/29: Quarter 3 ends						
6/12: Quarter 4 ends						

CHANNELS OF COMMUNICATIONS

If there is a question about a scholar's classes or work in school, it is best to first contact the person who is closest to the situation. In most cases this is the teacher. The proper channeling of complaints regarding instruction, discipline or learning materials is:

1. Academic/Technical Teacher/Educator
2. Principal/Director
3. Assistant Superintendent
4. Superintendent
5. Board of education.

CHEATING/PLAGIARISM

Academic Honesty

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism, including by electronic means such as the use of

artificial intelligence (AI), are not acceptable. The misrepresentation by scholars of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidents require disciplinary action. Consequences for cheating will take into account the grade level of the scholar and the severity of the misrepresentation.

AI (Artificial Intelligence)

The use of AI is strictly forbidden. All work submitted must be original communication authored by the scholar. All work must be written on a google doc shared with the educator that clearly shows the evolution of the original thinking and writing. Any work submitted without the history available will be considered AI generated and receive a grade of zero.

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

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

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

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

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

COMPUTER RESOURCES **Goodwin University Computer Use Policy**

POLICY REGARDING STUDENT USE OF
THE DISTRICT'S COMPUTER SYSTEMS AND INTERNET SAFETY

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The Goodwin University Magnet School System Board of Education (the "Board") has installed computers and a computer network(s), including Internet access and electronic messaging systems on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer network, electronic devices, Internet access, and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are made available to students in the district for education-related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for education-related purposes. The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain material that is obscene or obscene as to minors or contains child pornography, and ensure that such filtering technology is

operative during computer use by minor students to the extent practicable when such students are using Board-owned computers or devices and Board-provided Internet access.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

Legal References:

Conn. Gen. Stat. § 10-221

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250

Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at 18 U.S.C. §§ 2510 through 2520

Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C. § 254(h)

No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. § 6777

Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 U.S.C. § 254(h)(5)(B)(iii)

ADOPTED: 4.20.23

CONDUCT

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

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

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed in a school uniform.
4. Showing respect toward others, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by all school rules, including safety rules, and rules pertaining to Internet safety.

8. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
9. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law. Accumulated disciplinary infractions may result in loss of extracurricular activities such as, but not limited to: attendance at after school athletics, dances, proms, club participation, field trips, etc.

DANGEROUS WEAPONS and INSTRUMENTS

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

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

1. Goodwin delegates the authority to make decisions on readmission requests to the superintendent
2. The superintendent must receive a written request for readmission from the parent/guardian of the expelled scholar.
3. An early readmission meeting will be scheduled to include the parent/guardian, scholar, superintendent (or designee), and the magnet school's principal (or designee).
4. The scholar and parent/guardian must present evidence related to academic progress, compliance with behavioral expectations, and completion of all expulsion hearing recommendations.
5. Prior to making a decision, the superintendent (or designee) will ask for a recommendation from the magnet school's principal (or designee)
6. The superintendent has the discretion to approve or deny such readmission requests,

and may condition readmission on specified criteria.

7. The superintendent will render a decision based upon the entirety of the evidence provided in consideration of the severity of the original offense which led to expulsion.

8. If early readmission is granted, the magnet school principal will be asked to recommend a transition date.

9. The decision will be shared verbally at the meeting with a written communication to follow.

10. The decision of the superintendent is final and cannot be appealed.

DRESS CODE

RiverTech 's Dress Code is focused on preparing scholars for career and college.

Acceptance of admission to RiverTech implies agreement to abide by our school's dress code. The dress code for RiverTech requires scholars to wear school-approved shirts, pants, and shoes. A school logo must be shown at all times, therefore outerwear that covers the school logo cannot be worn throughout the school day. Scholars who arrive at school out of dress code will meet with school administration for assistance: call a parent for change of clothes, be assigned to detention or remain in an alternate setting. School uniforms can be obtained online at Lands End, in person at Uniforms and Stuff in Hartford, and Donnelly's in East Hartford.

Scholars and their families are encouraged to donate clean, gently used dress code items that are no longer wanted to the school for use as needed. Such donations should be brought to the main office. Families in need of financial assistance should contact RiverTech CTE Director, Mark Ambruso, at mambruso@goodwinmagnetdistrict.org

Dress Code Acceptable

Polos, sweaters, fleeces

- School logo must be visible on the outermost layer
- Tops with school logo in gray, red, and black
- Shirts must be worn beneath the uniform

Shorts/Pants/Capris/Skirts

- Must be chino, dress, or cargo style
- Must be solid colored in black, blue, brown, gray, or khaki
- Clothing must be free from rips or holes
- Worn at the waist
- Due to the nature of the technical classes, shorts and skirts are not allowed.

Footwear
All shoes must have soles. While closed toed shoes are not a necessary part of the daily dress code, due to the nature of our academic programming scholars may be required to wear shoes that are closed toed and closed heel for some classes as determined by the teacher.

Other
Professional headbands less than 3" wide
Headwraps (see images below)
Dress down days will be on special occasions. Scholars may wear jeans without rips or holes, hooded sweatshirts (hood not to be worn) and do not need a shirt with a logo.

Not Acceptable by Dress Code

-Tank tops, tube tops, and crop tops
-Clothing or jewelry with drugs, alcohol, tobacco and offensive signs, symbols, or words or of colors other than outlined above
-Jeans, leggings, jeggings, sweatpants, biker shorts, workout/athletic wear, or anything made with athletic or stretch material
-Sleepwear, pajamas, do-rags, bonnets, hair scarfs, blankets
-Hats, hoods, or sunglasses within the building
-Outerwear without school logo

SMOKING

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

SUBSTANCE ABUSE

DRUG AND ALCOHOL USE BY STUDENTS

(Series 5000)

Policy Statement

The Goodwin University Magnet SchoolSystem Board of Education (the "Board") is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in Connecticut General Statutes Section 21a-240, or alcohol on or off school property or during any school-sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior.

Definitions

(1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).

(2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).

(3) Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).

(4) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).

(5) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing any controlled substance into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, cocaine vials, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled substances. C.G.S. Section 21a-240(20)(A).

Procedures

(1) Emergencies.

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

(2) Prescribed Medications.

Students may possess and/or self-administer medications in school in accordance with the Board's policy concerning the administration of medication in school.

Students taking improper amounts of a prescribed medication, or otherwise taking medication contrary to the provisions of the Board's policy on the administration of medication, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

(3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

(a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).

(b) Any physical evidence obtained from such a student through a professional communication indicating that a crime has been or is being committed by the student **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).

(c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.

(4) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student *from a source other than the student's confidential disclosure*, that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

(a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was **not** obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.

(c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must **immediately** report such suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if the administrator or designee has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(5) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol.

(a) Any student in the Goodwin University Magnet School System using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes § 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

(b) In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive to the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.

(c) If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a controlled substance (as defined by Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with Conn. Gen. Stat. § 10-233d(a)(2) and the Board's student discipline policy.

(d) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such an event, assessment and treatment costs will be the responsibility of the parent or guardian.

(e) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.

(f) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Legal References:

Connecticut General Statutes:
June Special Session, Public Act No. 21-1, An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis
Section 10-154a
Section 10-212a
Section 10-221
Sections 10-233a through 10-233f
Section 21a-240
Section 21a-243
Section 21a-408a through 408q

ADOPTED: 4.20.23

CONTACTING TEACHERS/EDUCATORS

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

CYBERBULLYING

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

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

Students and community members who believe they have been the victims of such misuses of technology as described, should not erase the offending material from the system. A copy of the

material should be printed and brought to the attention of the Safe School Climate Specialist, the principal or director of technology. All reports of cyberbullying will be investigated by the Safe School Climate Specialist.

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

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

Students will be provided instruction about appropriate online behavior.

DISCIPLINE **Goodwin University Student Discipline Policy**

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

EXPULSIONS

All expulsions will be coordinated by the District's Central Office. The Superintendent or his/her

designee shall immediately notify the sending district regarding any scholar facing expulsion along with his/her recommendation for discipline.

SUSPENSIONS

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

Parents and guardians will be notified of the length and reason(s) for suspension. The means of communication will be either by telephone or in person, with a written follow-up. In the event that a parent/guardian cannot be reached, the inability of the administration to make contact cannot be considered a lack of due process if an administrator makes a good faith effort to call the numbers provided by the parent/guardian. Parents/guardians will be notified if the reason for suspension may warrant a recommendation for expulsion, whereas, the Goodwin Expulsion Procedures will be followed.

No regular education scholar will be suspended out of school for more than ten (10) times or fifty (50) days in one program year, unless the scholar is granted a formal hearing. No scholar with an identified disability will be suspended for ten (10) cumulative days or more without a manifestation determination to determine if the behavior(s) are a result of a disability. No scholar will be in-school suspended for more than five (5) days.

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

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

DISTRICT-PROVIDED PERSONAL LEARNING DEVICES

All scholars will be provided with a district device. Parents and scholars must sign and agree to the scholar device sign-out sheet and guidelines provided by their school. Parents are financially

responsible for damages, loss or theft of the device. Students leaving the District must return their devices, with accessories, on the day of departure.

ELECTRONIC DEVICES AND GAMES Cell-Phones, Headphones, Portable Gaming Systems

RiverTech strives to maintain a safe and respectful learning environment. Scholars are solely responsible for any electronic devices brought to school. The Goodwin Magnet School System no longer permits the use of cell phones or personal electronic devices within the school day. Students may leave their devices at home or if they choose to bring them into the building, they must remain in a student's bag out of sight and use.

If a scholar is found using his/her phone, the scholar will be sent to the office where the phone will be collected and stored in a lock box until the end of the day including parent/guardian notification and further action may occur.

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

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

Headphones

Headphones are not permitted in the school setting. If a scholar is wearing headphones/earbuds during undesignated times, the headphones/earbuds will be turned into the office and may be picked up at the end of the day.

EMERGENCY SCHOOL CLOSING INFORMATION

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

EQUITY AND DIVERSITY

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

FACILITIES

Certain areas of the school will be accessible to scholars before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place. After being dismissed and unless involved in a teacher/staff supervised activity, scholars are expected to leave the campus immediately.

FEES

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

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any scholar whose behavior is considered detrimental to the well-being of other scholars may be barred from participation by the principal. While on a trip, all scholars are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity.

FINANCIAL ASSISTANCE

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

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit

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

GRADING SYSTEM

Grading:

Full Year Courses:

Quarter 1.	20%
Quarter 2.	20%
Mid term.	10%
Quarter 3.	20%
Quarter 4.	20%
Final.	10%

Half Year Courses

Quarter 1.	40%
Quarter 2.	40%
Mid term.	20%

Grades in each course will be calculated based on 60% summative assessment categories (tests, papers, labs, projects) and 40% formative assessments (e.g., homework, classwork).

Late work:

Educators may provide the opportunity for scholars to submit late work within two cycles when scholars are pro-active. Educators will monitor progress and set specific deadlines for assessments. When a scholar knows they will not meet the assessment deadline, the scholar must communicate with the educator and request extended time, and submit it in place of the assessment. Because developing the skill of meeting deadlines is crucial to future success, scholars may only be granted two extensions per quarter.

Redo and Retakes

Opportunities for scholars to redo assessments and to retake tests ***are provided when work is submitted on time.*** Redo or retakes must be communicated with the educator on to what, when, and how new learning or re-learning will take place, a timeline for the redo or submission of late or unsatisfactory work, and a deadline for the redo or retake. A parent may be required to sign this form. The grade that best reflects scholar mastery of the material is the grade that counts. In most instances this will be the grade on the re-do or retake. Regardless of whether a retake or re-do or submission of late work is allowed, a pattern of missing or poorly done work obligates the educator to speak first to the scholar, then to the scholar's parent or guardian, and finally to the scholar's guidance counselor. The educator will inform the parent or guardian prior to a failing quarter grade.

GRADUATION REQUIREMENTS

For graduation from RiverTech, scholars must earn a minimum of 32 credits, including:

CT Graduation Requirements	Subjects	Credits	Mandatory Courses or Equivalents
Career Technical Education (CTE) Program *(12 credits)*	Grade 9	3	*Exploratory Courses*
	Grade 10	3	*Pathway Courses*
	Grade 11	3	*Pathway Courses/Internships*
	Grade 12	3	*Pathway Courses/Internships*
Humanities (*9 credits*)	English	4	*1 English credit each year for 4 years*
	Social Studies	3	*Civics and US History*
	Fine Arts	1	*Art or Music*
	Elective	1	*May be any course that is above and beyond a graduation requirement*
STEM (*9 credits*)	Mathematics	3	*Algebra 1*
	Science	3	
	Technology/ STEM Elective	-	*CTE coursework covers this requirement*
Other Requirements	World Language	1	*Spanish*
	Physical Education	1	*PE*
	Health	1	*Health/Wellness Course*
	Business	1	*Financial Literacy*
Mastery Based Diploma (*1 credit*)	Capstone Experience	1	*Senior demonstration project and exhibition*
		32	

Grade Level Promotion Requirements for RiverTech

Promotion to the next grade level is based on successful completion of required coursework and accumulation of the minimum number of credits established by RiverTech.

Grade Promotion		
Class	**Credits**	**Credit Requirements**
For Grade 10	**8**	**(1) ELA** **(1) Mathematics** **(3) CTE***
For Grade 11	**16**	**(2) ELA** **(2) Mathematics** **(1) Science** **(1) Social Studies**

		(6) CTE*
For Grade 12	**22**	**(3) ELA** **(3) Mathematics** **(2) Science** **(2) Social Studies** **(1) World Language** **(9) CTE***

Note: RiverTech's technical programs follow a sequential curriculum, successful completion of technical coursework is essential for continued progression.

Program Considerations

- Scholars must successfully complete all required prerequisite courses before enrolling in the next course in the sequence.
- A failed course may be repeated to satisfy a prerequisite or graduation requirement; however, credit is awarded only once for the successful completion of that course.
- Any required graduation course that is failed must be retaken during summer school (when available) or in the next school year.
- Because RiverTech utilizes a specialized instructional schedule, specific course availability may vary by term or academic year. Consequently, scholars might be required to fulfill certain academic requirements via credit recovery programs, summer sessions, or subsequent course offerings to ensure continued progress toward graduation.

Class Rank at RiverTech

- RiverTech does not rank scholars according to Grade Point Average. The University of Connecticut awards scholarships to the two seniors in the senior class with the highest Grade Point Averages. This is determined using the year end Junior Grade Point Average.

Cancellation of Course or Programs

- Courses or programs listed and/or described in this document are subject to change at any time due to budgetary limitations, insufficient enrollments, and for other reasons determined by the RiverTech Director.

Authority of the Director

- The RiverTech Director shall have the final authority on issues regarding course selection and granting credits. This shall include, but not be limited to, determination of credits for transfer scholars, exceptions to prerequisites, level changes, and diploma eligibility.

Grade Point Average

4-point numeric system

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.333	4.0	3.667	3.333	3.0	2.667	2.333	2.0	1.667	1.333	1.0	.667	0
100-97	96-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-50

Honor Roll

The honor roll is computed at the end of each quarter based on the grades in all subjects. Scholars must be enrolled in a minimum of nine RiverTech credit bearing courses to be eligible for honor roll consideration. High honors requires an A- or better in all subjects. Honors requires a B- or better in all subjects

Report Cards

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

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

10/29: Quarter 1 ends
1/19: Quarter 2 ends
3/29: Quarter 3 ends
6/12: Quarter 4 ends

SCHOOL COUNSELING

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

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

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

Educational and career planning guidance is available along with information to develop a plan for the scholar's future. This may include a long range plan of studies for grades 9-12 and selecting scholar's subjects year by year in keeping with the scholar's career interests and special skills or talents. Parents notification and involvement will be solicited.

HANDS-OFF POLICY

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

HARASSMENT STATEMENT

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

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

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

HATE CRIMES

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

HATE SPEECH

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

HEALTH SERVICES

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

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

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

Administration of Medication

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

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

A scholar with asthma or an allergic condition may carry an inhaler or an EpiPen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced

practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or EpiPen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

Communicable/Infectious Diseases

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse. Before a child may return to school after an absence due to such a condition, parents and scholars may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Disabilities

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

Emergency Medical Treatment

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

Health Records

School nurses maintain health records using the Connecticut "Health Assessment and Record Form." These records are accessible to certified staff working with the child and to school health aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent when a scholar transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the scholar graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPPA) to maintain the privacy of protected health information.

Homeless Students

Homeless scholars, as defined by federal and state legislation, will have all programs, services, and

transportation that other scholars enjoy and may continue to attend the school of origin. The local liaison for homeless children is the Assistant Superintendent of Student Support Services. The District has reviewed its existing policies and regulations to remove barriers to the enrollment and retention of homeless children and youth. Homeless children and youths are defined as "individuals who lack a fixed, regular and adequate nighttime residence". Homeless children have the right to attend the school of origin "to the extent feasible," unless doing so is contrary to the request of such scholar's parent/guardian or unaccompanied youth.

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

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

Physical Examinations

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

HOMEWORK

It is the policy of the Goodwin University Magnet School System Board of Education to ensure that all

students comply with the homework requirements imposed by the school in which the child is enrolled. It is also the policy of the Board that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade. The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.

Legal Reference:
Connecticut General Statutes §10-221(b)
ADOPTED: 4.20.23

MULTILINGUAL LEARNERS

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

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

LOCK DOWN PROCEDURE

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

LIBRARY/MEDIA CENTER

Students are invited to use the books, magazines, newspapers, videos, CD's and other materials, including computers, located in the (media center). Students are responsible for any material they sign out. Materials must be returned to the (librarian or the assistant) at the circulation desk.

Students must pay for any materials they lose or damage. A scholar's grades, transcript or report card may be withheld until a scholar's obligation is met.

Computer/Internet Resources (Technology Acceptable Use Policy)

All laptop computers, equipment, and/or accessories provided to scholars by the RiverTech are the property of the Goodwin University Magnet System. All scholars are ***required*** to use the school issued laptop while attending RiverTech and are ***required*** to pay the annual insurance fee of $50.00. Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. It is the policy of the Board of Education that all scholars must sign an acceptable use policy which indicates that a scholar agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the scholar's parent/guardian.

Laptop Repair Payments

Scholars with damage or missing laptop concerns must report the issue immediately to Project Center IT and/or the Library Media Specialist. Bills for any technology related fees will be given to the scholar at the time of maintenance and recorded in Powerschool. Scholars with unpaid technology related fees will not be able to purchase their laptop at the end of senior year and could face further consequences. There is no charge for minor or moderate damage.

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

Distribution & Collection of Laptops

- The Laptop/Technology Acceptable Use Policy will be handed out in Advisory on the first day of school. The forms are also available for review on our website (https://www.goodwinmagnetsystem.org/schools/rivertech)

- Grade 9 Students need to turn in signed forms and payment to Ms. Pennell and IT .

Logging In/Software Use

- Scholars will receive G suite accounts and passwords upon receipt of their laptops. These passwords will also apply to their scholar Powerschool accounts.
- Passwords are designated by RiverTech. Scholars may not change their passwords.
- If scholars have trouble logging in, they may call Tech Support at (860) 913-2200 ext. 3030.
- All technology used through RiverTech is reviewed by our tech department for compliance with Student Data Privacy Act (Public Act 16-189).
- Freshmen will not be taking their laptop home.

Computer Buyout Program

Upon graduation from RiverTech at Goodwin University, scholars have the opportunity to purchase their laptops at the end of their senior year for an additional fee of $50. Scholars must have paid all fees related to any damage incurred (as defined in the Computer Damage section above) over the course of their tenure as well as meeting RiverTech 's expectations as outlined in the Technology Acceptable Use Policy and Laptop Acceptance Agreement in order to participate in RiverTech 's laptop buyout program. Only those scholars who have maintained the same laptop for all four years are eligible.

Technology Support

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

Computer updates will be pushed out to scholars automatically through our network. To ensure laptops are up-to-date, scholars are encouraged to do a full shutdown and restart of the laptop from time to time. Please see IT if the system requests an administrator password for a program update.

Student Use of Technology

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

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

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

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

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

● I will honor all copyright laws. I will produce original ideas and information in my work. ● I am aware that inappropriate use of technology resources can be a violation of local, state, and federal laws and that I may be prosecuted for violation of those laws. For example, I will not knowingly degrade or disrupt digital information resources, services, or equipment (i.e. tampering with computer hardware and software, vandalizing or modifying data without permission, using accounts or passwords that belong to others, transmitting, receiving, or publishing any threatening or obscene material, invoking computer viruses, attempting to bypass the content filtering systems that are in place as part of CIPA (Child Internet Protection Act), attempting to gain access to restricted or unauthorized networks, installing unauthorized software on RiverTech 's computers, etc.)
● I will immediately report any problems or inappropriate technology use/messages to an educator or administrator.

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

● I will use technology resources and equipment to develop my skills, content knowledge, and post-secondary plans. These resources include but are not limited to G Suite, PowerSchool, Naviance, Turnitin, Noodletools, etc.
● I will use APA citation to give credit to all resources used in the course of my assignments.

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

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

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

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

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

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

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

- I will use professional, appropriate language at all times while accessing and using technology resources.
- I will be considerate of other digital users and their privacy; I will not reveal any personal information about any other person or attempt to access other computers remotely.

Response to Computer Violations

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

1st offense: Increased restrictions.

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

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

Contacts for Questions or Concerns

Kevin Skrodzki, Head of IT

kskrodzki@goowinmagnetsystem.org

Mark Ambruso, Director RiverTech

mambruso@goodwinmagnetsystem.org (860) 934-4740

LUNCH CHARGING

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

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

MIGRANT STUDENTS

The district has a program to address the needs of migrant scholars. A full range of services will be provided to migrant scholars, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.

Parents/guardians of migrant scholars will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

ON-CAMPUS RECRUITMENT

Students at the middle and high school level will be informed of the availability of (1) vocational, technical and technological education and training of technical high schools and (2) agricultural sciences and technology education at regional agricultural science and technology education centers. Full access for the recruitment of scholars by technical high schools, regional agricultural science and technology education centers , magnet schools, and charter schools will be provided. Military recruiters and institutions of higher learning shall have access to secondary school scholars' names, addresses and telephone listings unless the scholar's parent/guardians submits a written request that such information not be released without their prior written consent.

PARENT CONFERENCES and INVOLVEMENT

Education succeeds best when there is a strong partnership between home and school based on communications, interactions and engagement. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational

opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the RiverTech 's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged.

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

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

PARENT POWERSCHOOL INFORMATION SYSTEM

RiverTech offers parents/guardians access to their scholars grades, attendance, homework and overall progress through the Powerschool Parent Portal. Parents/guardians needing assistance accessing can contact their scholars school counselor, Ms. Tiffany Brown:

Tbrown@goodwinmagnetsystem.org.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law (Schools without an integrated pest -management plan must send prior notice by mail.) Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact Goodwin Magnet Schools System's Director of Facilities. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met. Notice will be provided

at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's primary social media account.

PHOTOGRAPHS

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

POSTERS

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

PROPERTY, LOCKERS, AND EQUIPMENT **Goodwin Policy Search and Seizure**

ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE

1. Search of a Student and the Student's Effects

A. All searches of students shall be conducted or directed by an authorized school administrator, i.e., the principal or vice principal, in the presence of a witness.

B. A search of a student's handbag, gym bag, cellular telephone, personal electronic device or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.

C. A search of a student's person may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Metal detectors, breathalyzers and/or drug sniffing dogs may be used to detect

the presence of contraband, including weapons, drugs or alcohol, in furtherance of this policy and to the extent authorized by law.

D. Strip searches are prohibited except when there are reasonable grounds for suspecting that such a search will produce evidence of conduct which places students, staff or school property in immediate danger. Such searches may be conducted at the request of the school principal, generally by a member of the police department. During such searches, a member of the school staff shall be present at all times as a witness, and both the police officer conducting the search and the witness shall be of the same sex as the student searched.

E. Any evidence of illegal conduct or conduct violative of the rules of the school produced as a result of searches according to these regulations shall be subject to seizure. Where required by law and otherwise at the option of the building principal, such evidence shall be submitted to the police department for proper disposition. Evidence not submitted to the police department shall be disposed of as directed by the building principal.

2. Search of a Locker, Desk and Other Storage Area

A. The Board of Education (the "Board") provides lockers, desks, gym baskets and other storage areas in which students may keep and store personal belongings and materials provided by the Board. Such storage areas are the property of the Board.

B. No student shall keep or store personal belongings or materials provided by the Board in any storage area other than one provided by the Board and designated for the student's use by the school administration.

C. Each student shall be responsible for maintaining any storage area assigned to the student for the student's use in an orderly and sanitary condition.

D. No student shall keep or store in a storage area assigned to the student for the student's use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).

E. The use of lockers and other storage areas by students is a privilege. At all times such storage areas remain the property of the Board. If the school administration reasonably suspects that a student is not maintaining a storage area assigned to the student in a sanitary condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items

that are found. The school administration may authorize law enforcement officials to search lockers/storage areas in accordance with Board Policy Section 2(A).

F. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

RECORDING OF CLASSROOM ACTIVITIES

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

RELIGION AND RELIGIOUS ACCOMMODATIONS

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

RIDESHARING SERVICES

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

SCHOOL CEREMONIES AND OBSERVANCES

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

and respect the sensitivities of others.

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

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

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

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

SCHOOL CLIMATE

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

In order for teaching and learning to occur there must be a positive climate in which scholars are appreciative and accepting of individual differences and behave responsibly toward others. Students are encouraged to report bullying, discrimination or harassment to any faculty member or administrator and may request anonymity.

SCHOOL CLOSURE OR CANCELLATION OF CLASSES IN AN EMERGENCY

SITUATION

In the event of the need to close schools and cancel classes for an extended period of time, as a

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

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

SCHOOL SECURITY AND SAFETY

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

The District has developed, maintains, an emergency disaster preparedness and response plan for implementation as needed ("School Security and Safety Plan"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery.

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

RESTRAINT/SECLUSION [Goodwin University Restraint and Seclusion Policy]

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

The Goodwin University Magnet School System Board of Education (the "Board") seeks to foster a safe and positive learning environment for all students. Board employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. The Board also regulates the use of exclusionary time out in accordance with this policy and accompanying regulations and applicable law.

The Board authorizes the Superintendent or his/her designee to develop and implement administrative regulations in accordance with this policy and applicable law. The Board of Education mandates compliance with this policy and the associated administrative regulations at all times. Violations of this policy and/or associated administrative regulations by a Board staff member or other individual working at the direction of, or under the supervision of, the Board, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within the associated administrative regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220. Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

Legal References:

Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. Gen. Stat. §§ 53a-18 to 53a-22
Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

APPROVED: 4.20.23

SELECTIVE SERVICE SYSTEM REGISTRAR PROGRAM

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

SERVICE ANIMALS

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

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

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

SEXUAL HARASSMENT

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

The district will notify the parents of all scholars involved in sexual harassment by scholar(s) and will notify parents of any incident of sexual harassment or sexual abuse by an employee. A complaint alleging sexual harassment by a scholar or staff member may be presented by a scholar and/or parent in a conference with the principal or designee or with the Title IX Coordinator, the Assistant Superintendent of Human Resources.

SOCIAL AND EMOTIONAL LEARNING

The District believes children's social and emotional development are essential underpinnings/foundations to school readiness and academic success. Therefore, the District's educational program has included social and emotional learning and development to support the learning of skills needed to prepare scholars for careers, college and life. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. The key characteristics of the SEL program include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

SPECIAL PROGRAMS

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

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

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

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

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

STUDENT AUTOMOBILE USE

Student's use of motor vehicles at RiverTech is a privilege granted by the school to authorized scholars only. Students should request an application for a parking pass through the School Counseling Office. Once the application is completed, the scholar will meet with the Assistant

Principal to review the rules, regulations and administrative guidelines in the parking regulations and must comply with all state laws and relicense requirements.

STUDENT RECORDS **Goodwin University Student Records Policy**

CONFIDENTIALITY AND ACCESS TO EDUCATION RECORDS

The Board of Education ("Board") complies with the state and federal laws and regulations regarding confidentiality, access to and amendment of education records. The Board shall implement procedures that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

STUDENT SUCCESS PLANNING

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

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

SUMMER SCHOOL

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

GUMSS Summer School Program

Summer Program Description & Purpose

The purpose of the summer program is to provide ongoing learning to scholars who had challenges during the academic school year. Classes taught in summer school are core classes, such as ELA, Math or both, and are fundamental to the learning continuum. For high school students, summer school provides scholars the opportunity to pursue essential credits needed for graduation.

All classes are taught by certified teachers and scholars may be afforded accommodations/modifications in their IEP or 504 specialized plans. This summer school program is not to take the place of ESY (Extended School Year) for IEP scholars. Please note that those programs take place in their sending school district.
Time Frame: 3 weeks in July (specific dates determined at end of year)
Entrance Criteria: Failed or close to failing at least one core class - ELA or Math. For elementary students, reading and math levels of proficiency.
Attendance policy: Scholars missing more than 1 day are dismissed from the program. (one excused absence)
Success Criteria: Students will show proficiency in all administered assessments.
Summer School Behavior Expectations: Scholars will be held to the behavioral expectations and standards in board policies.
Staff: Besides certified teachers, scholars will have a nurse, security guard and administrator on site. They may have a behaviorist and/or other instructors on site.
Meals: Snacks will be provided to all scholars. No breakfast and lunch!

District Contact:
Jessica Gomez-Bedosky: Assistant Superintendent for Curriculum & Instruction
jgomezbedosky@goodwinmagnetsystem.org

Specific Location to be determined
Goodwin University Campus
Start time: 9:00 AM
End time: 12:00 PM
Contact Person: Tiffany Brown
tbrown@goodwinmagnetsystem.org

Entrance Criteria:

Minimum of 50 in class
9 or less absences per semester OR attendance requirement waived by Appeals Committee
Credits awarded: Maximum 2 credits per content

Exit Criteria:
Missing more than 1 day

Classes	Time Frame	Curriculum	Assessments	Success Criteria
English 9	1 hr 20 min	District Curriculum		70% average on assessments
English 10	1 hr 20 min	District Curriculum		70% average on assessments
Algebra I	1 hr 20 min	Illustrative Math		70% average on assessments
Algebra II	1 hr 20 min	Illustrative Math		70% average on assessments
US History	1 hr 20 min	District Curriculum		
World History	1 hr 20 min	District Curriculum		

One assessment a day graded; Every Friday a summative assessment.

SURVEYS/STUDENT PRIVACY

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

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

and ministers;

7. income;

8. religious practices, affiliations, or beliefs of the scholar or the scholar's parents.

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

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

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

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

TESTING

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

TITLE I COMPARABILITY OF SERVICES

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

TITLE I PARENT AND FAMILY ENGAGEMENT

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

TRANSFERS AND WITHDRAWALS

Students withdrawing from school are requested to notify the guidance office one week in advance of their last day. At that time, they will be given forms for their parents to complete. Included will be a formal written statement of withdrawal, release of records form, and an exit survey. Records cannot be forwarded until all materials have been returned to RiverTech .

TRANSPORTATION AND SAFETY COMPLAINTS/PROCEDURES

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

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

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

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

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

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

TRAUMA INFORMED SCHOOLS

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

VACATIONS

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

VISITORS

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

All doors that open to the outside of the school must remain locked in order to preserve the safety and security of scholars and staff. Unauthorized access shall not be permitted in school buildings or on school grounds. Administrators are authorized to take appropriate action to prevent such a

person from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

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

WITHDRAWAL FROM SCHOOL

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

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

APPENDICES - GOODWIN UNIVERSITY MAGNET SYSTEM DISTRICT POLICIES

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

Goodwin University Magnet System Board Policies