

# AAEE Family Handbook 2026-2027



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Rocky Hill, CT 06067  
860-529-1652 Fax: 860-529-1743

<http://www.crecschools.org/our-schools/academy-of-aerospace-engineering-elementary-school>

**Please sign the Google form below or page 39 once you have read the handbook**

HYPERLINK "<https://forms.gle/wd6h7vVvo57bedYX8>"<https://forms.gle/wd6h7vVvo57bedYX8>

"Changing circumstances, such as the need for health and safety protocols, may require us to revise and/or supersede the policies and guidelines in this handbook. We will communicate any such changes as soon as they are made."

## About This Handbook

Parents, guardians, and students can find valuable and significant information about school policies and procedures in the handbook. We distribute it to families to provide them with a better understanding of the everyday activities that take place in the school environment. We ask that parents and guardians read this handbook and talk with their kids about the Academy of Aerospace and Engineering Elementary School's policies and procedures. Please address any inquiries you may have about the information in this handbook to the principal of the school.

The Academy of Aerospace and Engineering is managed by the Capitol Region Education Council (CREC). CREC is a leader in education innovation. Our organization has a proven record developing groundbreaking and cost-effective programs to advance education for children and adults. CREC's Magnet Schools are leading the way in public education with theme-based programs that provide all students with college and career focused educational opportunities. With highly qualified teachers, cutting edge curricula and state-of-the-art buildings, CREC magnet schools give students from diverse backgrounds a chance to excel in ways that are designed to inspire and motivate.

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111 Charter Oak Avenue  
Hartford, Connecticut 06016  
(860) 247-2732  
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In compliance with the regulations of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987, and the Disabilities Act of 1991, CREC has policies to ensure equal education opportunities for all students. Students have the right to participate fully in classroom instruction regardless of age, gender, race, religion, national origin, color, disability, marital status, or sexual orientation.

**Commission on  
Human Rights and Opportunities**  
21 Grand Street  
Hartford, Connecticut 06106  
Telephone: (860) 541-3400  
Toll-Free (CT): 1-800-477-5737

**Office for Civil Rights/Boston,  
Connecticut, Maine, Massachusetts,  
New Hampshire, Rhode Island, Vermont  
U.S. Department of Education**  
33 Arch Street, Suite 900  
Telephone: (617) 289-0111  
Fax: (617) 289-0150

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## ABOUT CREC

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### Vision

CREC Schools will work with families to ensure success for all students. We will eliminate opportunity gaps; provide rigorous, relevant, and engaging instruction; and guarantee schools where students feel connected, achieve their goals, and are empowered to have a positive impact on the world in which they live.

### Mission

Equity, excellence, and success for all through a high quality, theme-based education.

### Core Values

- Expect Excellence
- Act with Courage
- Demand Equity
- Embrace Collaboration



### Diversity, Equity, and Inclusion Statement

*"CREC Magnet Schools is an intentionally diverse social-justice organization committed to acknowledging, respecting, and empathizing with people of all identities, including race, socioeconomic status, gender identity and expression, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion."*

*In alignment with CREC's mission of equity, excellence, and success for all through high-quality educational services, our staff and students participate in and support ongoing equity and inclusion programming through curricular and co-curricular opportunities, professional learning, and local and national partnerships. We strive to understand and confront the symptoms and causes of systemic oppression—from implicit biases to microaggressions to discriminatory policies, practices, and traditions—that benefit privileged groups.*

*While at CREC, staff and students commit to affirming and honoring the lived experiences of others, challenging inherited beliefs and ideologies, and continuing to learn, grow, and serve.*

***CREC acknowledges the Taft School for inspiring portions of the language used in this statement.***

### Land Acknowledgement

We would like to begin by acknowledging that the land on which we gather exists upon the ancestral territory and Indigenous villages of the Tunxis, Sicoag, Pocumtuc, Wangunk, Poquonook, Podunk, Quinnipiac, Massacoe, and Hammonasset Peoples, who have stewarded this land throughout the generations. Through dispossession and disease, colonial powers encroached upon their homelands and reservations.

We also acknowledge the federally-recognized tribal nations that exist in Connecticut today, the Mashantucket Pequot Tribal Nation and Mohegan Tribe; and the state-recognized tribal nations: Golden Hill Paugussett Tribal Nation, Eastern Pequot Tribal Nation, Schaghticoke Tribal Nation, and Schaghticoke Indian Tribe. We support their sovereignty as tribal nations now and into the future, while also understanding their communities can exist beyond the strict bounds of Tribal Nationhood.

*Updated January 2026 in partnership with [Akomawt Educational Initiative](#) and [The Institute for American Indian Studies](#)*

## CULTURE, COMMUNITY AND CURRICULUM

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The Academy of Aerospace and Engineering PreK–12 focuses on developing strong knowledge and skills in science and technology. Students at all grade levels learn through industry partnerships, theme-based career pathways, and a rigorous core curriculum that provides meaningful opportunities to investigate, gather and use information, and solve problems using scientific thinking and technological tools.

In grades PreK–5, students engage in a thematic, interdisciplinary curriculum that helps them understand the relationships among societal, scientific, and technological issues. In middle and high school, students take STEM-specific courses that deepen their knowledge and experiences related to the school’s aerospace and engineering theme.

### Mission

The mission of the Academy of Aerospace and Engineering PreK–12 is to design and deliver educational experiences—supported by state-of-the-art technology—that advance student learning in science, mathematics, and technology. The Academy prepares students for the advanced post-secondary education needed to meet the demand for qualified aerospace and engineering professionals in Connecticut and beyond.

### Learning Community Expectations

The learning community of the Academy of Aerospace and Engineering includes the school, students, families, friends, contributing organizations, and the greater community. As partners, we are dedicated to supporting the social, emotional, physical, and cognitive development of the whole person.

Each of us, individually and collectively, will:

- *Care for ourselves and others — including all property and the environment.*
- *Celebrate achievements — and maintain a positive attitude focused on growth and improvement.*
- *Respect diverse viewpoints — and honor the culture and diversity of all members of our community.*
- *Approach tasks with an open mind — and work toward solutions.*
- *Work as a team — to build and strengthen our learning community.*
- *Use good judgment — and reflect on our daily practice.*
- *Take healthy, positive risks — that promote growth and achievement.*

### Parent Involvement & Communication

A strong partnership between home and school is essential for student success. We encourage parents and guardians to help their children prioritize education so they can make the most of the opportunities available to them. Families are urged to stay informed about school activities and the district’s academic programs, including special services.

We strongly encourage participation in parent-teacher conferences, campus parent organizations, Board of Education meetings, and volunteer opportunities. Parents of children in Title I–funded programs will receive a copy of the district’s parental involvement policy, which includes information about the annual Title I meeting and opportunities for families to participate in planning, reviewing, and implementing Title I programs.

All CREC Magnet Schools have a Home–School Compact available for families. We encourage you to read this document thoroughly. If you need assistance, please contact our Parent Liaison, **Kyle Thompson**.

### Student Leadership Programs

At AAEE, we offer a variety of student leadership opportunities that help students build essential skills such as teamwork, communication, and responsibility. A detailed handbook for leadership program participants will be sent home later in the year.

## Contacting Teachers

At the Academy of Aerospace and Engineering, we value strong communication between home and school. Families are encouraged to contact teachers with questions or concerns by email or by requesting a conference. To protect instructional time, teachers will not be interrupted with phone calls during teaching hours. Parents and guardians may leave a voicemail or send an email, and teachers will respond as soon as they are able.

For emergencies, please call the main office at **860-529-1652**, and the administrative assistant will contact the teacher immediately.

## Curriculum

### *The STEM Theme*

A STEM school integrates Project-Based Learning (PBL) and differentiated instruction through science, technology, engineering, and mathematics. The Academy of Aerospace and Engineering PreK–12 supports student success through multiple instructional approaches that challenge learners to develop essential 21st-century skills such as collaboration, problem-solving, and critical thinking.

The Academy focuses on developing the four interrelated domains of STEM literacy—an interdisciplinary area of study that bridges science, technology, engineering, and mathematics. STEM literacy is more than proficiency in these four strands; it shifts students away from memorizing isolated facts and procedures and toward investigating, questioning, and understanding the interconnected facets of the world.

- **Scientific literacy** — the ability to use scientific knowledge (in physics, chemistry, biological sciences, and earth/space sciences) and scientific processes to understand the natural world and participate in decisions that affect it.
- **Technological literacy** — the ability to use, manage, understand, and assess technology. Students learn how technologies are developed and analyze how they influence individuals, communities, and the world.
- **Engineering literacy** — understanding how technologies emerge through the engineering design process. Lessons are project-based and integrate multiple subjects, making complex concepts relevant and engaging while tapping into students' natural interest in problem-solving.
- **Mathematical literacy** — the ability to analyze, reason, and communicate ideas effectively as students pose, formulate, solve, and interpret mathematical problems in a variety of situations.

### *Reader's Workshop*

Readers' Workshop is a teaching method designed to help students become effective, confident readers. This 90-minute instructional block includes a teacher-led mini-lesson, independent reading, guided reading, literacy work stations, individual conferencing, read-alouds, shared reading, book clubs, group sharing, and responses to literature. Readers' Workshop fosters a love of reading and provides students with opportunities to practice reading strategies independently and with guidance.

### *Writer's Workshop*

Writers' Workshop is a structured, creative writing time that helps students develop as writers in a supportive, risk-free environment. Core components include a mini-lesson, one-on-one or small-group conferencing, independent writing time, and sharing. The workshop model encourages students to see themselves as writers and to take pride in their work.

### *Early Childhood Approach*

Our early childhood program is led by certified early childhood educators supported by classroom paraprofessionals. Three- and four-year-old students learn together, benefiting from shared experiences and peer modeling. Children engage daily in hands-on, inquiry-based activities within a thematic and developmentally appropriate environment. They make choices guided by faculty, explore materials, and interact with peers from diverse backgrounds and varying

abilities. Throughout the day, children have many opportunities to practice and strengthen their interpersonal and intrapersonal skills.

## GENERAL INFORMATION

### School Hours

The school day for the 2026–2027 school year is **8:40 a.m.–3:35 p.m.**

Families dropping off children may do so beginning at **8:40 a.m.** Students enrolled in Before Care may enter the building starting at **7:30 a.m.** School activities begin at **8:40 a.m.**, with opening exercises and Morning Meeting starting at **8:45 a.m.** Breakfast is served from **8:40–8:55 a.m.** **Students who arrive tardy will not receive breakfast.**

Families should make every effort to ensure students arrive on time, as late arrivals disrupt instructional and social time for all children.

Families picking up students may do so beginning at **3:20 p.m.** Parents must pick up students within 15 minutes of dismissal unless the child is enrolled in After Care. At **3:50 p.m.**, any child not picked up will remain in the office, and the family will incur a **\$25.00 fee** for the day.

**To support a safe and efficient dismissal, families should avoid coming to the office after 2:45 p.m. This delays the dismissal process and presents a safety risk to our students.**

### Early Dismissal Days

Per the school calendar, on early dismissal days, students dismiss at **12:10 p.m.**

After Care will operate until **5:30 p.m.**, except in cases of early closings due to extreme weather.

### Emergency School Closing, Delayed Opening, or Early Dismissal (Inclement Weather)

In the event of an emergency closing or delay, families will receive notification through the school's messenger system and major television stations. Announcements can be viewed on **WFSB, WVIT, and WTNH**, or on their websites. Please ensure your child knows what to do and where to go in the event of an emergency closing.

The Before/After Care Program will adjust its hours according to the delayed opening or early closing schedule. For example: If school is delayed **1.5 hours**, Before Care will begin at **9:00 a.m.** instead of **7:30 a.m.** After Care will operate on delayed-opening days. If school closes early due to weather, After Care will not be available, and families should pick up students as soon as possible.

### Before/After Care Program

Families must follow all policies and procedures for the Academy's Before/After Care Program. Drop-offs are not permitted unless a student is registered and enrolled in the Before/After Care Program.

#### Program Hours

- **Before Care:** 7:30 a.m.–8:40 a.m.
- **After Care:** 3:35 p.m.–5:30 p.m.
- **Half Days:** 12:10 p.m.–5:30 p.m.

### Pick-Up/Drop-Off Procedures

Families receive updated pick-up/drop-off procedures at the start of each school year. These procedures ensure student safety and reduce traffic congestion. Parents are expected to follow all designated times and areas. Any changes will be communicated in writing.

To ensure safety of the students, please:

- Park in designated spaces
- Drive slowly through the parking lot
- Obey all traffic signs and patterns
- Never park in front of a bus
- Avoid cell phone use to stay alert
- Follow staff instructions
- Do not double-park

### Changes in Pick-Up/Drop-Off (Unusual Release)

Student safety during dismissal is our top priority. If transportation plans change, please send a note with your child indicating the change and the applicable dates.

If a note is not possible, call the main office at **860-529-1652** by **10:00 a.m.** on full days or early dismissal days. Follow phone requests with an email or fax to **860-529-1743**.

For doctor's appointments or emergencies that cannot be scheduled outside school hours, please send a note stating the pick-up time and reason for early dismissal.

Students will only be released to individuals listed on the authorized pick-up/emergency contact list. If someone other than an authorized individual needs to pick up your child, please send a written note with your child that day. Proper identification will be required before your child is released.

### School Visitation

We welcome parents and families. To ensure safety, please contact your child's teacher or the main office to arrange a visit. Visitors must sign in and wear a visitor badge prominently while in the building.

## POLICIES AND PROCEDURES

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### Equal Opportunity

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

**Ivette Rizza** is the designated **Title IX Compliance Officer** and coordinates compliance with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. She can be reached at **860-524-4031**.

### Admission / Lottery Process

1. Connecticut residents are eligible to apply for admission to the Academy of Aerospace and Engineering through a lottery. The lottery application is open annually from early December through the end of February.
2. The lottery is held in early March for all applicants. Children must be **3 years old by September 1** of the school year for which they are applying. Race, ethnicity, and gender are not used for admission purposes. Families will be notified of acceptance by mail. When selected, parents must accept or decline the placement within the timeframe stated in the acceptance letter; otherwise, the seat will be offered to the next applicant.
3. All applications must be received by the deadline listed on the **CREC and RSCO websites**. No exceptions will be made.
4. **Sibling preference** may be given—but is not guaranteed—to siblings of current students, provided the application is submitted before the deadline and the school is notified. Class size limitations always take priority over sibling preference.

### Registration Requirements

Families must provide the following documents when registering:

- **Proof of residence** — two documents (e.g., utility bill, lease, mortgage)
- **Proof of birth** — birth certificate or passport (required for students entering from outside the U.S.)
- **Parent ID or Passport**
- **Current health and immunization records**
- **Emergency Contact Form** — must include at least **two emergency contacts** in addition to the parent/guardian

### Updating Student/Parent Information

Families must notify the school office immediately if there is a change in address or phone number (home, work, or cell). It is essential that student records remain accurate and up to date.

### Attendance

Connecticut state law requires parents to ensure that children ages **5 to 18** attend school regularly. Daily attendance is a key factor in student success; any absence results in lost instructional time. Attendance laws are designed to minimize absenteeism while allowing students to make up work missed due to legitimate absences.

A student is considered **“in attendance”** if present at school or at a school-sponsored activity (such as a field trip) for at least **half of the regular school day**. Students serving out-of-school suspensions or expulsions are considered absent.

Per CT State Department of Education guidance (May 2013), **tardy students are not reported as absent**.

Families may choose to delay school entry until age six or seven by signing an option form at the sending district's office. Students must remain in school until age **18**, unless they graduate or receive written parental consent to withdraw at age **17** using the district's official form.

### **Excused Absences**

An absence is considered **excused** when written documentation is submitted within **10 school days** of the student's return and meets the criteria below:

#### **A. Absences 1–9**

Absences are excused when the parent/guardian approves the absence and submits appropriate documentation.

#### **B. Absences 10 and beyond**

Absences are excused only for the following reasons:

1. **Student illness** verified by a licensed medical professional
2. **Religious holidays**
3. **Death in the family or emergency** beyond the family's control
4. **Mandated court appearances** (documentation required)
5. **Lack of district-provided transportation**
6. **Extraordinary educational opportunities** pre-approved by district administration

Additional CT State Department of Education guidance (May 2013):

1. Absences due to a student not receiving transportation from one district to another **must be excused**; no parental note is required.
2. Extraordinary Educational Opportunities may be excused if criteria are met. Requests must be submitted to the CREC Superintendent's Office **10 days prior** to the trip.

### **Unexcused Absences**

An absence is **unexcused** unless it meets the criteria for an excused absence or is classified as a disciplinary absence.

### **Truancy**

A student ages **5–18** with **4 unexcused absences in one month** or **10 unexcused absences in a school year** is considered **truant**. A Family With Service Needs petition may be filed in accordance with state regulations.

### **Absences**

If your child will be absent, please call the administrative assistant at **860-529-1652** between **7:30 a.m. and 9:00 a.m.** Leave your child's name, teacher's name, and reason for the absence. If you need the nurse to contact you, leave a phone number.

If the school is not notified, staff will contact the family to determine the reason for the absence.

A **written note** is required for absences exceeding **4 consecutive days**. A **doctor's note** is required for illness-related absences longer than **4 consecutive days**.

Families may contact the teacher to request homework for students who must be out for several days.

### **Tardiness**

Late arrivals and early departures disrupt teaching and learning for the entire classroom. Students must be in their classrooms by **8:50 a.m.** to avoid being marked tardy.

Students arriving after **8:50 a.m.** must be accompanied by a parent or guardian and report directly to the Security Office to sign in and receive a late pass.

Students arriving after **8:50 a.m.** will not be able to receive breakfast.

Repeated tardiness may result in a student being considered truant and may lead to disciplinary action if deemed excessive.

**Families must ensure the school has current, working phone numbers and reliable emergency contacts. Notify the school immediately of any changes to phone numbers, home address, or email.**

### *Leaving Early*

Requests for early dismissal must be submitted in writing and must include the reason for the early dismissal. Frequent early pick-ups and/or late arrivals result in a significant loss of instructional time and are strongly discouraged except when necessary.

Early dismissal should be kept to a minimum. To ensure the safety and efficiency of our dismissal procedures, please be aware that **2:45 p.m.** is the cutoff time for parents/caregivers to enter the school and request student dismissal. Arriving after this time may result in a brief wait to prevent disruptions. We appreciate your cooperation.

### **Transportation and Inclement Weather**

The inclement weather procedures for **RSCO (Regional School Choice Office) Transportation** differ from traditional district policies. The following guidelines are designed to help families understand how transportation decisions are made during weather-related events:

- **If your student's school is closed**, transportation will **not** be provided.
- **If your student's school is delayed** but your hometown district is on time, the bus will operate on the **school's delay**.
- **If your student's school is open but your hometown is closed**, transportation will **not** be provided from your town. Families may drive students to school, but must also arrange transportation home, as buses will not return students to towns that are closed.
- **If your student's school is on time** but your hometown district is delayed, the bus will operate on the **hometown delay**.
- **If your student's bus serves multiple towns**, the bus will operate on the **longest delay** among those towns. Families should know which towns are included on their child's route. Bus route information is available at [www.crec.org/transportation](http://www.crec.org/transportation).

**Example:** If Bloomfield and Windsor share a bus to Classical Magnet School in Hartford, and Hartford is on time, Bloomfield has a 2-hour delay, and Windsor has a 90-minute delay, the bus will run on a **2-hour delay**.

Delay and closing information is available on radio, television, and online at [www.wfsb.com](http://www.wfsb.com) and [www.wvit.com](http://www.wvit.com). The Transportation Call Center is staffed for emergency calls; however, high call volumes are common during inclement weather. Families should call only for emergencies, severe delays, or no-shows.

There is no perfect solution for transporting students in bad weather. Buses may operate more slowly, delays may occur due to accidents or road conditions, and students may need to wait in poor weather. We appreciate your patience, understanding, and cooperation during these challenging days.

For questions about inclement weather procedures, please contact the **CREC Transportation Office** at **transportation@crec.org**. Families are encouraged to reach out **before** inclement weather occurs.

## Transportation Safety Complaints / Procedures

All complaints regarding school transportation safety should be directed to the **Transportation Coordinator** or **District Business Manager**. A written record of all complaints will be maintained, and each concern will be investigated.

## Early Childhood (Pre-K) Toileting Policy

The Connecticut State Department of Public Health expects children attending public preschool programs to be able to toilet independently unless they have a documented special education need.

## Early Childhood (Pre-K) Nap Procedure

Preschoolers participate in daily nap time as part of their regular schedule. Families may send a small pillow and/or blanket for comfort. These items will be sent home at the end of each week for cleaning to maintain a safe and hygienic classroom environment. We appreciate your cooperation with this policy.

## Outdoor Recess Policy

Students will go outside for recess unless the temperature is below **30°F** or weather conditions include severe snow, wind, ice, or rain. The school nurse determines whether outdoor recess is appropriate and notifies classroom teachers. Please ensure your child is dressed appropriately for outdoor play. If a child is well enough to attend school, they are expected to participate in outdoor recess unless a physician provides a written note. Students with casts, crutches, or medical restrictions excusing them from physical education will also be excused from recess.

## Student Nutrition and Physical Activity

- **Healthy food access** — CREC provides students with access to nutritious foods and beverages, opportunities for developmentally appropriate physical activity, and meals that meet or exceed federal USDA guidelines or the Connecticut Nutrition Standards.
- **Wellness goals** — CREC reviews evidence-based strategies when developing goals for nutrition education, physical activity, and other wellness-related school activities.

All elementary students receive **at least 20 minutes** of physical exercise during the school day. A Planning and Placement Team (PPT) may adjust this requirement for students receiving special education services.

Physical activity may include physical education classes, recess, and teacher-directed movement activities.

School employees may **not** use physical activity as a form of discipline. This restriction does not apply to brief time-outs, administrative referrals, or actions taken for safety reasons.

## Field Trips

Field trips extend and enrich classroom learning. Trips are carefully planned and supervised by teachers and often supported by parent volunteers. Some trips may require admission fees or additional costs not covered by the school. Families will receive detailed information and a permission slip for each trip. Permission slips must be completed and returned for students to participate. Financial assistance is available upon request.

Students whose behavior may compromise the safety or well-being of others may be prohibited from attending at the principal's discretion. While on field trips, students are considered "in school" and must follow all school rules, policies, and dress expectations.

## Snacks – Approved Healthy Choices/Peanut Butter

### Approved Healthy Snack Options:

**Animal Crackers:** Keebler 1oz pouches only; Snackable 1.1oz packages  
**Cerel Bars:** Kellogg's Nutri Grain (blueberry, strawberry, raspberry, apple, cinnamon)  
General Mills (Cinnamon Toast Crunch, Cocoa Puffs, Golden Grahams, Team Cheerios, Trix)  
**Cheez-its:** (whole grain only)  
**Chips and Puffed Snacks:** Lay's Baked Potato Chips, original BBQ, sour cream & onion, individual bags  
Hippes Chickpea puffs, individual bags  
**Fruit Cups:** Dole, individual, pre-packaged; Musselman's Squeezable unsweetened applesauce pouches  
**Fruit Juice:** Dole, Motts, Welch's (apple, orange, fruit punch, concord grape)  
**Fruit Snacks/Fruit Roll-ups:** Betty Crocker brand, Annies Organic Bunny Fruit Snacks  
**Goldfish Crackers:** Pepperidge Farm (.75oz individual pouch whole grain) – cheddar, colors, pretzels with whole grain, extra cheddar  
**Go-gurt Yogurt**  
**Graham Crackers:** Nabisco, Kellogg's, Pepperidge Farm goldfish grahams  
**Pretzels:** Pepperidge Farm, Rold Gold  
**Pudding:** Hunt's snack pack fat-free vanilla individual, pre-packaged  
**Raisins**  
**String Cheese:** Mozzarella or Light Mozzarella individually wrapped  
**Teddy Grahams:** Nabisco

This is a **nut-sensitive school**. Students may bring peanut butter in their lunch; however, they may be asked to sit apart from classmates. A peanut-free table will be available for students with severe allergies.

If a child in a classroom has a significant allergy, families will be notified and must follow all guidelines provided by the school nurse regarding food items permitted in that classroom.

## Birthday Celebrations

Birthday celebrations are not permitted at school. Each child's birthday will be recognized in a special way by school administration.

Balloons, cakes, cupcakes, treats, gift bags, and other birthday celebration items may not be brought to school. Faculty may not distribute invitations, treat bags, or information related to outside parties. Families should use the Family Directory to share party invitations and information outside of school.

## Dress Code

Student dress may be regulated, and students are encouraged to wear clothing appropriate for the school environment. Restrictions on freedom of expression may be applied when a mode of dress is unsafe, disruptive, or contrary to law. Clothing that impairs safety, increases the risk of injury, causes discomfort to others (e.g., uncleanliness, inappropriate language), disrupts learning, advertises alcohol, drugs, or pornography, or contains content that is harmful or offensive is prohibited.

Dress at the Academy of Aerospace and Engineering should be appropriate for elementary-aged students. The following items are prohibited:

- Hats or hoods
- Baggy or low-rider pants that expose skin or underwear

- Insulting or offensive shirts, including drug/alcohol-related themes
- Sneakers with wheels
- Flip-flops
- High-heeled shoes
- Spaghetti straps, halter tops, short skirts/shorts (must be fingertip length)
- Make-up
- Tight-fitting clothing inappropriate for age or school setting

## Lost and Found

A Lost and Found rack is located near the pick-up/drop-off door inside the stairwell. Labeling student belongings helps ensure items can be returned. Items left on school buses are typically kept at the front of the bus. Families should check the Lost and Found regularly. Unclaimed items will be discarded periodically.

## Cell Phone / Apple Watch Policy

Parents and students should be aware that bringing valuable items to school increases the risk that the item could be lost or stolen. Students should leave valuable items at home. If a student has a cell phone/apple watch, **it must be turned off during the school hours of 8:40a.m. - 3:35p.m.** and kept in the child's backpack. **Students are not permitted to have their cell phone/apple watch on during class at any time.** Texting and videotaping **are not permitted** anytime during the school day. Children, who carry cell phones for safety reasons, must receive permission from the principal and register their cell phone numbers with the administrative assistant in the main office. Should the phone be lost, stolen or damaged, the school **will not** be liable for repair or replacement. Violation of this policy will result in:

Consequences for violations:

1. **First offense:** Warning and parent phone call
2. **Second offense:** Device taken, parent notified, returned at end of day
3. **Third offense:** Device taken, sent to office, parent must pick it up

## Military Families

CREC recognizes the unique challenges faced by military families during pre-deployment, deployment, reunion, and post-deployment phases. Support is available. Please contact your school's Parent Liaison, Kyle Thompson, for assistance.

## Homeless Students

Under the **McKinney-Vento Homeless Assistance Act**, students lacking a "fixed, regular, and adequate nighttime residence" are protected and have the right to maintain their educational placement. Eligible students receive free school meals and Title I-A services.

If you believe your family meets this definition, contact the school's Liaison for Homeless Students (**insert name here**) or the CREC District Liaison, **Miguel Pabon**.

## Gift Giving

It is preferred that students and families do not give gifts to teachers or staff. A student-created card or letter is always appreciated.

## Animals in School

In accordance with CREC policy (6163.3) and guidance from the CREC Medical Director, no student may bring a live animal—pet or wild—to school without prior consent from the teacher and principal. This protects both students and animals.

Teachers may maintain goldfish or tropical fish in appropriate tanks. Other animals (e.g., turtles, birds, snakes) that may pose health risks are not permitted unless approved by the principal and only for short-term observation and study.

## ACADEMIC POLICIES

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### Homework

Homework supports students in becoming self-directed, independent learners and is directly connected to their academic progress. Assignments help students reach instructional goals by strengthening basic skills, extending classroom learning, fostering interests, reinforcing study habits, developing initiative and responsibility, encouraging productive use of free time, and helping families stay informed about classroom work.

### Report Cards & Progress Reports

Report Cards and Progress Reports provide families with a clear understanding of their child's academic, social, and developmental progress, as well as the factors contributing to their success. Progress reports are sent home **three times a year**—December, March, and June. Conferences are held to discuss the December and March reports.

### Parent Conferences

Families are encouraged to be active partners in their child's education. Conferences may be requested at any time by parents, students, teachers, counselors, or administrators.

Conferences may be scheduled with an individual staff member or with a team. While conferences are typically held during school hours, every effort will be made to accommodate family schedules.

### Promotion and Retention of Students

CREC expects high-quality academic performance from all students and supports teachers in maintaining rigorous expectations aligned with each child's abilities. Instructional programs are designed to help students progress according to their needs, ensuring that promoted students are prepared for the next level of instruction.

Students typically advance from grade to grade each year. Promotion or retention decisions are based on documented academic achievement, intellectual ability, and the student's physical, emotional, and social well-being. Teachers evaluate student progress throughout the year and communicate concerns through progress reports and conferences. Families must be notified by **March 15** if retention or acceleration is being considered. The principal makes the final placement decision.

### Student Records

Student records are confidential and protected by federal and state law. Both parents—whether married, separated, or divorced—have access to the records of a student under age 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access once the school receives the court order documenting the termination.

### English Language Learners

All CREC Magnet Schools provide support for students whose first language is not English. Programs assist students in developing English speaking and literacy skills while mastering the same academic content required of all students, including language arts, literature, mathematics, science, and social studies.

If you believe your child needs English language support, please contact **Mrs. Hills, School Principal**.

### Teacher and Paraprofessional Qualifications

Parents have the right to request information about the professional qualifications of their child's teacher(s). Families may receive information about:

- Teacher certification for the subject and grade level

- Undergraduate major
- Graduate degrees or certifications
- Paraprofessional involvement and qualifications, if applicable

## CODE OF CONDUCT

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CREC believes that strong academics are closely connected to positive learning behaviors. We also believe that strong school–home partnerships are essential for student success. Our philosophy centers on building meaningful relationships among students and all members of the school community. For students, the classroom functions as a smaller version of home and family.

Classroom teachers structure routines and classroom management, which directly influence discipline. Students who violate the rights of others or break district or school rules will be subject to disciplinary measures. Teachers are the primary managers of classroom discipline; however, some situations require administrative involvement. Office referrals are considered a **last resort**, and administrators determine consequences for each referral.

### Positive Behavioral Expectations

The Academy of Aerospace and Engineering believes that strong academics are positively linked with appropriate learning behaviors. We value school–home partnerships and emphasize building community and developing interpersonal problem-solving skills that students will carry throughout life.

Positive behavior creates a secure, predictable learning environment and maximizes instructional time. Encouraging and acknowledging positive choices strengthens school culture and reinforces expected standards of behavior. We believe this proactive approach is more effective than relying solely on consequences after poor choices.

The classroom is a smaller version of home and family. Teachers structure routines and manage classroom behavior, and most discipline issues are resolved at the classroom level. However, some behaviors require administrative involvement.

- Tier 1 behaviors — resolved through teacher intervention
- Tier 2 behaviors — persistent behaviors that significantly affect instruction and learning
- Tier 3 behaviors — serious infractions that result in an automatic office referral

### Discipline Referral Process

When a teacher determines that an office referral is necessary, they complete an **Academy of Aerospace and Engineering Discipline Referral** form. The form includes:

- Description of the incident
- Steps taken to support the student
- Interventions attempted prior to referral

The administrator reviews the referral and determines the appropriate action. *Note: For Tier 3 infractions, the referral process steps may be bypassed.*

### Student Expectations

These expectations are grounded in our Behavior Policy statement:

*“Positive behavior in schools is essential as it helps to create a secure, predictable learning environment for children and maximizes time utilized for teaching and learning.”*

Students are expected to:

- Respect the rights of others
- Follow classroom and school rules
- Engage in safe and responsible behavior
- Contribute positively to the school community

### ***Positive Behavior in the Classroom***

To maintain a calm, orderly learning environment, students are expected and encouraged to:

1. Respect one another by keeping hands, feet, and unkind words to themselves
2. Listen carefully when others are speaking
3. Use quiet voices
4. Take care of school materials, equipment, and books
5. Clean up after themselves
6. Leave the classroom tidy by putting materials away and tucking chairs under tables to maintain a safe environment

### ***Positive Behavior in the Corridor***

To maintain safety and respect the learning environment, students are expected and encouraged to:

1. **Walk calmly and quietly**
2. **Line up in single file** with hands at their sides when transitioning to recess, lunch, or other classes
3. **Use quiet voices** to avoid disturbing others
4. **Respect displayed work** by keeping hands off bulletin boards and artwork

### ***Positive Behavior at Recess and Lunch***

Students are expected and encouraged to:

1. **Play outdoors** when weather permits
2. **Keep hands, feet, and unkind words to themselves**
3. **Throw trash away properly** and place recyclables in designated bins
4. **Wear appropriate clothing**—winter coats buttoned, boots, hats, and mittens as needed; flip-flops are prohibited for safety
5. **Play safely**—throwing snow, ice, sand, or wood chips is not safe play
6. **Line up promptly** when requested to transition
7. **Take turns** when toys or bikes are limited

## **Dangerous Weapons and Instruments**

No guns, knives, martial arts weapons, or any other objects capable of threatening or causing injury or death may be brought onto school grounds. “Look-alike” weapons that may evoke fear or cause a harmful response are also prohibited. Any object used to cause injury will be considered a weapon.

Violators will be subject to arrest, prosecution, and appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school activity will be expelled.

### **Legal References:**

- PA 94-331 (amending C.G.S. 10-233d): Requires expulsion for bringing a deadly weapon to school
- PA 95-304 (amending C.G.S. 10-233a–10-233f): Requires a one-year expulsion for possession of a deadly weapon on school grounds
- PA 96-244: Adds martial arts weapons as grounds for expulsion

## **Bullying, Harassment, and Hazing**

Public Act 11-232 defines bullying as repeated written, oral, or electronic communication (including cyberbullying), or repeated physical acts or gestures directed at a student that:

- Cause physical or emotional harm
- Place a student in reasonable fear of harm or property damage
- Create a hostile school environment
- Infringe on a student’s rights at school
- Substantially disrupt the education process or orderly school operations

Bullying may occur:

- On school grounds
- At school-sponsored activities (on or off campus)
- At bus stops
- On school buses or vehicles used by the district
- Through electronic devices owned, leased, or used by the district
- Outside of school if it impacts the school environment

Bullying also includes acts based on 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.

### **Reporting Bullying**

Students or parents may file a **written report** of conduct they believe is bullying. Students may also make an **informal verbal report** to any school employee, who will document the concern and forward it to the **Safe School Climate Specialist**.

A copy of the school's Safe School Climate Plan is available in the School Social Worker's Office and on both the district and school websites.

Anonymous reports are permitted. Anonymous reports and parent written reports will be investigated; however, **no disciplinary action will be taken solely on the basis of an anonymous report.**

The Safe School Climate Specialist is responsible for receiving reports, conducting investigations, and coordinating follow-up. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school.

### **All CREC Schools Must:**

1. Permit anonymous student reports and written parent/guardian reports
2. Require staff to notify administrators of bullying they witness or hear about
3. Require administrators to investigate parent reports and review anonymous reports
4. Maintain a public list of verified bullying acts
5. Implement intervention strategies and include bullying language in student codes of conduct
6. Notify parents/guardians of all students involved in verified bullying, including the school's response and consequences for future acts

### **How to Report Bullying or Harassment**

Families needing to report bullying or harassment should contact the main office to request **CREC's Challenging Behavior Report Form**.

## **Child Abuse**

All school employees—including teachers, administrators, coaches, paraprofessionals, counselors, social workers, psychologists, and licensed nurses—are legally required under **C.G.S. 17a-101** to report suspected child abuse, neglect, or situations in which a child is placed in imminent danger of serious harm to the Connecticut Department of Children and Families (DCF). Staff receive annual training on reporting procedures.

Reporting suspected abuse or neglect is a responsibility we take seriously. If there is any doubt, a report will be made. The school will work collaboratively with families and appropriate social agencies in all cases.

Child abuse includes:

- **Physical injury** not consistent with the explanation provided
- **Improper treatment** such as malnutrition or deprivation of necessities
- **Sexual molestation**
- **Emotional abuse**
- **Cruel punishment**
- **Neglect**

## Sexual Harassment

Sexual harassment will not be tolerated. The Board of Education prohibits sexual harassment by students, staff, contractors, or volunteers. Students are expected to maintain conduct that is respectful and courteous toward employees, peers, and the public.

### Definition

Sexual harassment includes unwelcome conduct of a sexual nature—verbal or physical—such as:

- **Insulting or degrading sexual remarks**
- **Threats or suggestions** that submission or rejection will influence school decisions
- **Conduct that interferes with learning** or creates an intimidating, hostile, or offensive environment
- **Displaying sexually suggestive objects or images** in the educational setting

### Procedure

CREC encourages any student who experiences sexual harassment to report it promptly to **Special Services** or the **Executive Director**.

- Complaints will be investigated promptly
- Corrective action will be taken when allegations are verified
- Confidentiality will be maintained
- No retaliation will be permitted for good-faith reporting

CREC provides staff development for administrators and grievance committee members and distributes its policy and procedures annually to staff and students.

## Sexual Abuse Prevention and Education Program

Students in grades **K–12** participate in a prevention-oriented child sexual abuse program that teaches age-appropriate strategies for recognizing abuse and reporting it. Parents/guardians may opt their child out of the program or any portion of it by submitting a written request to the school.

## Smoking

Smoking and the use of tobacco products are prohibited for students, staff, and visitors on school property and at any school-related or school-sanctioned activity, whether on or off school grounds, in accordance with state and federal law.

## Substance Abuse

The manufacture, distribution, dispensing, possession, or use of alcohol or controlled substances is prohibited on school grounds and during school activities. Students who violate this policy will be subject to disciplinary action.

## HEALTH POLICIES AND PROCEDURES

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The Academy of Aerospace and Engineering promotes good health for all members of our community. Families are strongly encouraged to follow the guidelines below to support the health and fitness of our students.

### Administration of Medication

Parents of students who require medication during the school day should contact the **school nurse**. Special authorization forms are required for any medication administered at school and are available from the nurse. All medication must be provided in its **original container** with proper labeling.

#### Self-Administration

Students who are capable of self-administering medication may do so only when:

- Parents/guardians submit a **signed statement** confirming the medication must be taken during the school day and that the student is capable of self-administration
- A licensed physician, dentist, or advanced practice registered nurse provides a **written order** specifying the medication name, strength, dosage, schedule, and administration details

These statements must be renewed **annually**.

#### Asthma and Allergic Conditions

Students may carry an **inhaler**, **EpiPen**, or similar device if a licensed medical provider certifies in writing that the student must have immediate access to the device. Written parent/guardian authorization is also required.

A school nurse—or, in the nurse’s absence, a **qualified school employee**—may administer epinephrine via cartridge injector as emergency first aid to a student experiencing a severe allergic reaction, even if the student does not have prior authorization. Parents may submit written documentation requesting that epinephrine **not** be administered to their child.

#### Diabetes Care

Students with diabetes may test their own blood glucose levels at any time or place with:

- Written permission from the parent/guardian
- A written order from a Connecticut-licensed physician

A school nurse or principal may designate a qualified school employee to administer **glucagon** when prompt treatment is required. Written parental permission and a physician’s order are required.

#### Medical Marijuana

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

### Immunizations and Physicals (Grades K–12)

To ensure the best educational experience, school personnel must understand each child’s health needs. Families complete **Part I** of the school health form, and a licensed medical provider completes **Part II**.

State law requires:

- **Complete primary immunizations**
- A **health assessment** by a qualified medical practitioner prior to school entrance (C.G.S. Secs. 10-204a and 10-206)
- Additional health assessments in **6th or 7th grade** and **9th or 10th grade**

- Annual physicals for students participating in **school sports**, along with updated health forms

## Immunizations and Physicals (Pre-K)

Early childhood providers must understand each child's health needs. Families complete **Part I** of the health form, and a licensed medical provider completes **Part II**.

State law requires:

- Complete primary immunizations
- A health assessment by a physician, APRN, physician assistant, or qualified practitioner prior to entering a Connecticut early childhood program

## Physical Examination Requirements

Students must have a physical examination:

- Prior to entering **Pre-Kindergarten** or **Kindergarten**
- When entering school from **out-of-state** or **out-of-country**

The physical must be completed within **one year** prior to entrance. The school must receive a signed State of Connecticut medical form, including immunizations. Families seeking medical or religious exemptions must contact the school nurse to complete the required waiver.

## Health Screenings

The school conducts annual screenings as required by state guidelines:

- **Vision screenings** — Grades K–5
- **Hearing screenings** — Kindergarten and Grade 1
- **Scoliosis screenings** — Grade 5

Results are recorded in the student's cumulative health record. Families will be notified if a child does not pass a screening. Parents may request additional screenings at any time.

## Health Registration Requirements

Families of students attending the Academy of Aerospace and Engineering for the first time must provide:

- **Certificate of immunization**
- **Proof of a medical examination** completed within the past 12 months

| Required Immunizations                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Preschool:</b> <ul style="list-style-type: none"> <li>▪ 3 doses of HepB</li> <li>▪ 4 doses of DPT</li> <li>▪ 3 doses of polio</li> <li>▪ 1 dose of HIB (after 12 months of age)</li> <li>▪ 1 dose MMR (after 12 months of age)</li> <li>▪ 1 dose varicella or written proof of chickenpox from a doctor</li> </ul> | <b>Kindergarten – Grade 5:</b> <ul style="list-style-type: none"> <li>▪ 4-5 doses of DTP/DpaT (diphtheria, pertussis, tetanus) – one dose after age 4</li> <li>▪ 3-4 doses of polio – one dose after age 4</li> <li>▪ Two doses of MMR (measles, mumps, rubella)</li> <li>▪ 3 doses of Hepatitis</li> <li>▪ 1 dose of HIB</li> <li>▪ 1 dose of varicella (chickenpox) or proof from doctor that child has had chickenpox</li> </ul> |

## Early Childhood Learning Center Enrollment Requirement

**Important:** *The Connecticut State Department of Public Health expects children attending public preschool programs to be able to independently toilet themselves unless they have a documented special education need.*

**All registration forms must be completed before a student is enrolled.**

## Administration of Medicine in School

Parents of students requiring medication during the school day should contact the **school nurse**. Special authorization forms are required for medication administration and are available from the nurse.

CREC Magnet Schools follow all state statutes and guidelines regarding medication use, carrying, and dispensing. Students may carry **EpiPens**, **inhalers**, and **diabetes testing materials** with proper authorization.

## Emergency Medical Treatment

Parents must complete emergency contact forms **annually**. These forms include:

- Contact information
- Physician and hospital preference
- Medical conditions
- Insurance information

Families must notify the school immediately if any information changes. These forms are essential for student safety.

## Communicable Disease Policy

To protect the health of all students:

- Children with a fever of **100°F or higher** must remain home until fever-free for **24 hours**.
- Children who have vomited or had diarrhea must remain home until **24 hours after the last episode**.

**The nurse will send students home for:**

- Vomiting/diarrhea — return after 24 hours
- Fever (100°F or higher) — return after 24 fever-free hours
- Severe or continuous cough
- Rash on body or face
- Conjunctivitis (pink eye) — return after 24 hours on medication with physician note
- Impetigo — return after 24 hours on medication with physician note
- Strep — return after 24 hours on medication with physician note
- Lice — return after treatment; proof of treatment and nurse exam required
- Scabies — return after 24 hours of treatment with physician note
- Ringworm (body) — may attend while treated; area must be covered
- Ringworm (scalp) — return after 24 hours on prescribed medication with physician note
- Fifth's Disease — may attend unless fever is present
- Chickenpox/other childhood illnesses — return with physician consent

Families should report any other illnesses to the school nurse.

## Psychotropic Drug Use

School personnel **cannot recommend** psychotropic drugs for any student. However, school nurses, psychologists, social workers, counselors, and the district medical advisor may recommend that a student be evaluated by an appropriate medical practitioner.

The district **cannot require** a child to obtain a prescription in order to:

- Attend school
- Be evaluated for special education
- Receive special education services

## Asbestos

The district maintains required asbestos management plans for all buildings. These plans identify asbestos locations and outline safety measures. Families may request to review these plans in the school office.

## Pesticide Application & Management

CREC follows an **Integrated Pest Management (IPM)** policy for pest control in school buildings and on school grounds. The policy ensures that students, employees, and families receive **adequate notice**—in accordance with state law—prior to any pesticide application.

## **Before and After Care Program Policies and Procedures**

The Academy of Aerospace & Engineering Elementary School is pleased to offer an extended-day program for families who need care before and after school.

### **REGISTRATION**

At the start of each school year, families must complete a new registration form. Registration does not roll over from year to year. Enrollment in the Before & After Care Program is limited. Families will be notified of their acceptance into the program prior to the start of the school year. For families who are not initially offered a space, a waitlist will be maintained. As openings become available, families will be contacted and offered enrollment.

### **HOURS & LATE PICK-UP POLICY**

Students enrolled in the Before Care Program may be dropped off at the front entrance beginning at 7:30 a.m. Students must be signed in and out by an individual who is at least 18 years of age and listed on the student's registration form.

The After Care Program ends promptly at 5:30 p.m. Students must be picked up by that time. A late pick-up fee of \$25.00 will be charged to your account for any student picked up after 5:30 p.m.

On scheduled early release days, After Care will operate from 12:10 p.m. to 5:30 p.m. for students enrolled in the program. After Care is not provided on the last day of school.

### **SUPERVISION POLICY**

Children are supervised at all times by sight and sound. Upon arrival and departure, each child must be signed in and out on the daily attendance sheet, indicating the time of arrival and departure. This process occurs when the child is released from the parent/guardian to a staff member upon arrival and from the staff member to the parent/guardian at departure.

Attendance records remain with each group of children at all times, and staff conduct frequent head counts throughout the program to ensure student safety. Maintaining accurate attendance records and providing continuous supervision are essential to ensuring the safety and well-being of all children in our care.

Staff-to-student ratios are maintained in accordance with state regulations:

- Children under 6 years of age: 1 adult to 10 children
- Children ages 7–12: 1 adult to 12 children

### **BEHAVIOR**

All school rules and policies remain in effect during the Before & After Care Program. If a student's behavior consistently disrupts the program or compromises the safety or well-being of others, the principal may remove the student from the program.

### **PAYMENT**

Tuition payments must be paid in full by the end of each month. Failure to pay by the due date may result in removal from the Before & After Care Program. Once the account has been brought current, the student may resume participation in the program.

Payments must be made online through MySchoolBucks. If you have any questions, please contact Melanie Rose at 860-529-1652.

| <b>Program</b>      | <b>Hours</b>                    | <b>Fee</b>       |
|---------------------|---------------------------------|------------------|
| Before Care         | 7:30-8:40 a.m.                  | \$173.40 / month |
| After Care          | 3:35-5:30 p.m.                  | \$305.80 / month |
| Before & After Care | 7:30-8:40 a.m. & 3:35-5:30 p.m. | \$479.20 / month |
| Half-Day Care       | 12:10-5:30 p.m.                 | \$34.00 / day    |

### **STUDENT DROP-IN**

Due to enrollment and staffing limitations, the Before & After Care Program is unable to accommodate drop-in students.

### **CHANGE IN PARTICIPATION**

Families may withdraw their child from the program at any time during the school year. To request a change in participation, please contact Melanie Rose at 860-529-1652.

Please note that regular tuition charges will continue if your child is absent due to illness or vacation. Tuition adjustments are made only during Thanksgiving Break, Winter Break, and Spring Break.

**INCLEMENT WEATHER/EMERGENCY CLOSINGS**

If the Academy of Aerospace & Engineering Elementary School has a delayed opening, Before Care will begin at 9:00 a.m.

If school dismisses early due to inclement weather or another emergency, After Care will not be available. Families are expected to pick up their children as soon as possible.

Days canceled due to inclement weather will be made up at the end of the school year at no additional cost to families.

**LOST OR STOLEN ITEMS**

The Before & After Care Program is not responsible for lost, stolen, or damaged personal belongings. Students are asked not to bring toys or other personal items to the program. A variety of materials and activities are provided each day to support student enrichment.

## **Functional Appendixes**

## Behavioral Expectations, Conduct & Discipline

CREC Magnet Schools are committed to cultivating the mind, body, and heart of every student. We maintain a shared vision and coordinated approach to promoting, enhancing, and sustaining a positive school climate. Every member of the faculty and staff plays an important role in creating a safe, supportive, and engaging learning environment where all students can thrive academically, socially, and emotionally.

### CREC Magnet School Parents/Guardians and Staff Work Together To:

- Promote a positive and successful educational experience for every child.
- Embrace diversity.
- Ensure students are college and career ready.
- Foster self-confidence and self-discipline in students.
- Help students understand the connection between success in school and future success in life.
- Develop global awareness.
- Guide students through conflicts by encouraging them to restore trust and rebuild relationships.
- Support students through disciplinary situations with care, consistency, and respect.

### CREC Magnet School Students Will:

- Demonstrate honor, respect, and responsibility through their actions and decisions.
- Embrace diversity.
- Develop self-confidence and self-discipline.
- Recognize the connection between success in school and future success in life.
- Develop global awareness.
- Reflect on conflicts and seek ways to restore trust and repair relationships.
- Work collaboratively with teachers, administrators, and parents/guardians to restore a positive learning environment when school rules have been violated.

CREC Magnet Schools share a common purpose: to create learning environments that inspire innovation, exploration, and a lifelong love of learning. We believe that strong academic achievement is supported by positive learning behaviors and responsible decision-making. We expect students to follow school rules and will partner with students and families to address concerns when they arise, in accordance with **CREC Policy 5144**, which is included in this handbook.

## Article I – Disciplinary Procedures: Overview

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

## Article II – Removal

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

- 2.1** The Council authorizes teachers, with the approval of the school principal, or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom. However, no student shall be removed from class more than six times in any one school year nor more than twice in one week unless the student is granted an informal hearing by the school principal or his/her designee in accordance with Article V.
- 2.2** Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher shall also advise the school principal or

his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefor.

- 2.3** Each teacher shall maintain an individual student log of disciplinary action in accordance with a designated form. The teacher shall provide the original copy of such log to the school principal when referring a student for disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal must consider the case an in-school suspension or suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.
- 2.4** Any student who is removed from class shall be given an opportunity to complete any classwork, including, but not limited to, examinations that the student missed during the period of removal.

### **Article III - In-School Suspension**

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

**3.1 During an in-school suspension:**

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

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

### **Article IV – Suspension**

**Suspension** means exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days or a total of fifty (50) days in one school year. A suspension shall not extend beyond the end of the school year in which the suspension was imposed. For purposes of reporting, partial-day removals are to be included when determining the number of days a student has been suspended.

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

### **Article V – Informal Hearing Process**

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

- 5.1** Prior to a suspension, the student will be informed of the charges that have been posed.
- 5.2** The student will meet with the school principal or his/her designee to review the incident.
- 5.3** The student shall be granted an opportunity to refute the charges against him/her.

- 5.4** Based on the information provided to the school principal or his/her designee, the school principal or his/her designee shall make a decision. However, if the school principal deems it necessary, he/she shall investigate the matter further prior to making a decision. Upon completion of the investigation, the school principal or his/her designee shall make a decision.
- 5.5** The school principal or his/her designee shall inform the student and his/her parent or guardian of the disciplinary action imposed within a reasonable period of time.

#### **Article VI – General Procedures Governing In-School Suspensions and Suspensions**

After a student receives an in-school suspension or suspension, the following procedures shall be followed:

- 6.1** The school principal or designee shall make every reasonable effort to immediately notify the student's parent(s) and/or guardian(s), using the most recent phone number(s) provided to the school, regarding the disciplinary action and the reason(s) leading to the action.
- 6.2** Regardless of whether telephone contact is made with the parent(s) and/or guardian(s), the school principal or designee shall provide written notification to the parent(s) and/or guardian(s) at the most recent address on file within one school day of the disciplinary action. The notification shall include an opportunity for the parent(s) and/or guardian(s) to request a conference to discuss the matter.
- 6.3** If a student is eighteen (18) years of age or older, any notice required by this policy shall also be provided directly to the student.
- 6.4** Any student assigned an in-school suspension or suspension shall be provided the opportunity to complete classwork, including but not limited to examinations, that the student missed during the period of the suspension.

#### **Article VII – Expulsion**

**Expulsion** means exclusion from school privileges for more than ten (10) consecutive school days and shall include, but not be limited to, exclusion from the school to which the student was assigned at the time the disciplinary action was taken. Such exclusion shall not extend beyond a period of one (1) calendar year. All expulsions shall be handled by the student's home school district.

- 7.1** The Local Education Agency (LEA) may expel a student from school if, after a hearing, the Board determines that the student's conduct endangers persons or property, is seriously disruptive of the educational process, or violates a publicized school policy.
- 7.2** If a school principal or other school personnel have reason to believe that a student has engaged in conduct that endangers persons or property, conduct that is seriously disruptive of the educational process, or conduct that violates a publicized school policy, the school principal or designee shall conduct an investigation into the matter.
- 7.3** If, after completing the investigation, the school principal determines that grounds for expulsion exist, the principal shall forward the recommendation for expulsion to the Superintendent of the student's local school district after consultation with the Assistant Executive Director within five (5) school days of the conclusion of the investigation.

#### **Article VIII – Actions Leading to Suspension or Expulsion**

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

The following acts may result in disciplinary action, up to and including expulsion:

- a. Striking, assaulting, or threatening a student or any member of the school staff.
- b. Theft or knowingly possessing stolen property.

- c. Using obscene gestures, racial slurs, discriminatory language, or abusive language directed toward a member of the school staff or another student.
- d. Participating in walkouts from, or sit-ins within, a classroom or school building.
- e. Attempting extortion, intimidation, or threats toward school staff or other students.
- f. Unauthorized possession, sale, distribution, or consumption of illegal drugs, narcotics, or alcoholic beverages.
- g. Possession of drug paraphernalia.
- h. Possession or use of cigarettes, tobacco products, or nicotine products.
- i. Destruction, damage, or misuse of school property or personal property.
- j. Misbehavior on a school bus or during transportation.
- k. Class truancy or unauthorized absence.
- l. Unauthorized possession or misuse of electronic devices.
- m. Unauthorized use or misuse of computers, networks, or other technological equipment.
- n. Possession of a remotely activated paging device unless the student has obtained written permission from the school principal for possession and use of the device.
- o. Sexual harassment, harassment, bullying, or hazing.
- p. Leaving school grounds without permission.
- q. Misconduct that threatens the safety of school property or the welfare of individuals who work or learn within the school community.
- r. Refusal to provide identification, providing false identification, refusal to comply with reasonable directions, or insolence toward a member of the school staff.
- s. Violation of smoking, dress code, attendance, or transportation regulations.
- t. Gambling.
- u. Accumulation of repeated minor offenses.
- v. Throwing snowballs, rocks, sticks, food, or other objects that may cause harm or disruption.
- w. Failure to report for assigned detention or disciplinary consequences.

The above list is not exhaustive. Students may be subject to disciplinary action, up to and including expulsion, for other conduct that endangers persons or property, seriously disrupts the educational process, or violates publicized school policies.

- 8.2** Students receiving special education and related services may be suspended in accordance with applicable federal and state laws and regulations.

### **Article IX – Actions Leading to Mandatory Expulsion**

In accordance with applicable state and federal law, whenever there is reason to believe that a student has possessed a firearm or deadly weapon on or off school grounds, the school principal shall recommend expulsion to the student's local Superintendent and Local Education Agency (LEA).

If, after a formal hearing, the Board determines that a student possessed a firearm or deadly weapon on or off school grounds, the student shall be expelled for a period of one (1) calendar year. However, the Board may modify the length of the expulsion on a case-by-case basis, in accordance with applicable law.

## Students

### Student Handbooks

Student handbooks are an essential communication tool between schools, parents/guardians, and students. Handbooks establish the rules, expectations, procedures, and daily practices that students and families are expected to follow.

Student handbooks shall be reviewed annually and revised, as necessary, to ensure consistency with CREC policies and regulations, changes in state and federal laws, and updates to school procedures and practices.

In the event of a conflict between a CREC policy or regulation and the provisions of a student handbook, the most recently adopted CREC policy or issued regulation shall prevail. If policy or regulatory changes occur during the school year, the administration shall communicate such changes promptly to students, staff, and parents/guardians.

Distribution of a student handbook alone may not ensure that students and families understand all expectations and procedures. Therefore, topics including, but not limited to, discrimination; sexual harassment; student conduct and discipline; attendance; dress code; weapons searches; drug and alcohol policies; eligibility requirements for extracurricular activities; and student due process rights should be reviewed directly with students to provide clarification and opportunities for discussion.

### Family Life Education

- Family life education shall assist students in developing knowledge, attitudes, and values that contribute to the well-being of individuals, families, and society.
- Students and parents/guardians shall be informed of their right to exempt a student from participation in family life education programs in accordance with applicable law.
- Families are expected to notify the school immediately of any changes to home or work telephone numbers, emergency contacts, or other important contact information.

Please see the **Academy of Aerospace and Engineering Before/After Care Program Policies and Procedures** in the Appendix for additional information regarding this program.

### Directory Information

- Directory information, including student names, addresses, or class lists, shall not be distributed without the knowledge and consent of the parent/legal guardian or eligible student (a student who has reached the age of majority), unless otherwise permitted by law.
- Parents/guardians or eligible students may request that directory information be withheld from specific activities or disclosures without affecting participation in other activities.

### Health and Safety Protocols

- Health and safety protocols shall be established as needed and shall be followed during all CREC-sponsored activities.

### Protection of Undocumented Students

- All students have the right to attend public school and access equitable educational and programmatic services regardless of their immigration status or the immigration status of their family members.
- CREC personnel shall not take actions that deny students access to education based on immigration status or that interfere with students' rights to public education under the U.S. Supreme Court's 1982 decision in *Plyler v. Doe*, the Family Educational Rights and Privacy Act (FERPA), Connecticut General Statutes, or other applicable state and federal laws.

- If a member of the CREC community, including students, families, or staff, has questions regarding immigration status, CREC employees shall not refer individuals to Immigration and Customs Enforcement (ICE) or other government agencies. Instead, employees shall refer individuals to appropriate state and/or local nonprofit immigration legal service organizations.
- CREC generally does not permit individuals or organizations to enter school facilities when such visits would disrupt the educational environment.

## **Media Access to Students**

- School administrators shall have the authority to approve and establish parameters for media access to students within their respective schools.
- Except for activities open to the general public (such as athletic events or public performances), media representatives must receive prior approval from school administration before accessing students.
- Parent/guardian permission shall be obtained before students are interviewed, photographed, or videotaped by media representatives, except as permitted by law or during events open to the general public.
- Parents/guardians who do not want their student interviewed, photographed, or videotaped by the media shall notify the school principal.

Academy of Aerospace & Engineering Elementary School

2025-2026 Family Handbook

Policies and Procedures



**PARENT SIGNATURE/RETURN SLIP**

After reviewing the school policies and procedures with your child/children, please sign and return this page only. Keep all other information for future reference and periodically review the Handbook with your child as the year progresses.

- I have received a copy of the 2026-2027 Academy of Aerospace & Engineering Elementary School Handbook and have reviewed the contents.
- **In addition, I am aware of the cell phone/Apple watch policy.**

**Please Print**

Student(s) name(s): \_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete this page and return it to the main office within one week

OR

**Sign this page using the Google link below.**

<https://forms.gle/wd6h7vVvo57bedYX8>

Thank you!