

CREC
International Magnet School
Family Handbook
2018-2019



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Principal

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The International Magnet School is based on the principles of the International Baccalaureate (IB) Primary Years Programme (PYP). The educational framework is built on six themes of global significance under which skills, attitudes, actions and concepts are taught.

IB Six Themes of Global Significance:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The International Magnet School for Global Citizenship (IMS) is managed by the Capitol Region Education Council (CREC). This is a Regional Education Service Center that serves 35 Greater Hartford public school districts. It was founded in 1966 by local school districts working together to solve common problems. Today, CREC administers more than 120 programs and services, all aimed at improving the quality of public education in the region. Through its eighteen interdistrict magnet schools in the capital region, CREC strives to offer the highest quality educational opportunities that reduce the racial, ethnic and socio-economic isolation of students. For more information, visit www.crecschools.org.

EQUAL OPPORTUNITY

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

Regina Terrell 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.

MILITARY FAMILIES

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

HOMELESS STUDENTS

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

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CREC Vision/Mission Statement

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 positively impact the world in which they live.

Mission:

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

CREC Core Values

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

District Goals

- **Goal 1:** Inspire all students to achieve at high levels through an innovative, student centered approach to teaching and learning that prioritizes the mastery of core content and the development of essential skills for deeper learning.
- **Goal 2:** Mobilize a positive, collaborative, and productive culture where students are at the center of their learning.
- **Goal 3:** Engage families and the community as active partners in the education of our students.
- **Goal 4:** Maximize professional capital and cultivate innovation by supporting and empowering a diverse group of talented educators.

IMS Mission Statement

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

IMS Learner Profile

The members of the IMS community believe that our school should be a safe, happy, peaceful place, where all people are welcome and know they are a part of a rich learning community. To this end we have adapted the IB learner profile. The following characteristics are emphasized throughout the school community and combined, are who we want our students to be.

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-takers
- Balanced
- Reflective

IB Learner Attitudes:

At CREC's International Magnet School, students are expected to take an active role in their learning of necessary concepts, knowledge and skills. Our focus is also on the importance of instilling positive attitudes within our students. Through encouraging the development and application of the following positive attitudes, the International School helps to create successful citizens of the world.

We expect our students to develop and apply the following attitudes:

Appreciation: appreciating the wonder and beauty of the world and its people

Commitment: being committed to their learning, preserving and showing self-discipline and responsibility

Confidence: feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions

Cooperation: cooperating, collaborating and leading or following as the situation demands

Creativity: being creative and imaginative in their thinking and in their approach to problems and dilemmas

Curiosity: being curious about the nature of learning and the world, its people and cultures

Empathy: imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions

Enthusiasm: enjoying learning

Independence: thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments

Integrity: having integrity and a firm sense of fairness and honesty

Respect: respecting themselves, others and the world around them

Tolerance: feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

IMS Code of Conduct

Our first priority at IMS is to provide a safe and healthy environment in which students can learn and grow. All members of our learning community (students, staff and parents/guardians), are expected to demonstrate appropriate behavior at all times. Common courtesy and respect is the foundation of our code of conduct. We expect that students will make informed, respectful and responsible choices about their behavior. IMS is responsible for students during the regular school day. This jurisdiction includes to and from school, any school related activity and any off campus school related activity. The IMS staff will work diligently to help each student to recognize the power of their choices and to accept responsibility for them. Students are guided to reflect on their choices and their outcomes.

IMS BEHAVIORAL EXPECTATIONS, CONDUCT & DISCIPLINE

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

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

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

CREC Magnet School *students* will:

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

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

General Information

School Hours

The school day runs from 8:45-3:15 PM.

Students being dropped off may be escorted by a parent or guardian into the building beginning at 8:40 AM.

Students must be picked up within 10 minutes of dismissal time, or by 3:20, unless they are signed up for aftercare. There is a \$25 per ½ hour late fee for students, not in aftercare, who are picked up after 3:30. Students who participate in aftercare must be picked up no later than 5:30 p.m., or a late fee of \$10 per every ten minutes will be charged

Early Dismissal Day Hours

Early dismissal is at 12:00 PM. Students are expected to be picked up at 12:00 PM unless they are enrolled in the After Care program. Please refer to the school calendar for early dismissal days.

IMS Before and After Care Program Hours

IMS Before Care hours are 7:30am-8:45am each school day. On delayed openings, Before Care begins 1 hour prior to the start of school. IMS After Care hours are 3:15-5:30 PM on regular school days. On early dismissal days, After Care hours are from 12:00-5:30 PM. These programs are tuition-based and require registration. For more information, please contact the Main Office.

School Visitation

Visitors are welcome in our school. Please call the main office to make arrangements for a visit. When you visit, please sign in at the front office. For safety reasons, you may be asked to provide the office with photo identification. A visit to the classroom should be arranged with the teacher in advance.

Parking/Traffic

To ensure the safety of all students and promote an efficient flow of traffic, we ask that our parents carefully observe the following instructions:

- Drive through the parking lot slowly.
- Obey all traffic signs and designated traffic patterns.
- Never drive or park in front of a bus. Driving past a bus with flashing lights may result in a fine by the local police department.
- Park in designated spaces Parking along curbs is not permitted.
- Keep your child by your side regardless of age while in the parking lot.
- Use sidewalks as much as possible.
- Walk your child into the building and, if tardy, sign him/her in at the main office.

Please remember that:

- It is illegal to leave children in cars unattended by an adult.
- It is illegal to park in a handicap parking spot without a permit.
- IMS does not permit leaving cars running while unattended.\
- Put your cell phone away and be alert to all traffic issues and pedestrian safety
- Do not Double Park
- Do not park in the fire lane in the front of the school

Drop Off and Pick Up Valet Service

- IMS staff will be available to escort your children to and from the car during the times of 8:40-8:55AM and at 3:10-3:20 PM. If you would like to use the IMS Valet Service, please enter through the Long Hill Rd entrance and wait in the line as designated.
- When dropping off your student, please bring your child to the front lobby of the school. Staff are available to bring your child to their classroom. We request that parents exit the school by 8:55am so as not to disrupt instructional time.

Bus Regulations

Children should be at the designated stop before the posted time, and they are expected to ride only on the bus to which they are regularly assigned and to get on and off at their regular bus stop. If it becomes necessary to deviate from this routing for emergency reasons, permission must be obtained from the school office. The drivers are in charge of the bus and have a teacher's authority and responsibility over all the children riding therein while traveling to and from school. They are required to enforce all rules and regulations adopted by school authorities for the conduct of all pupils transported.

The school administrator may suspend a child from transportation services for up to 10 days (see procedures and rules below for more information),

Bus safety expectations

Safety rules are strictly enforced on the buses. There is a set of consequences for times when students do not follow the bus rules. Please reinforce bus procedures with your child at home.

Waiting for the Bus

1. Arrive early enough at the bus stop to avoid running across the street to catch the bus.
2. Walk on the sidewalk or any safe area off the road.
3. Do not play with ball, toys, jump ropes, etc. at the bus stop.

Boarding the Bus

1. Wait until the bus comes to a complete stop before boarding.
2. Enter the bus in a single file line, without pushing or crowding.
3. Go directly to a seat and sit down immediately.

While on the Bus

1. Listen and follow the driver's instructions at all times.
2. Act respectfully. Do not tease or taunt other children.
3. No fighting or pushing.
4. Stay seated while the bus is moving; no changing seats; kneeling or facing backwards.
5. Keep the aisles clear.
6. Talk quietly.
7. Keep hands, arms and heads inside the bus.
8. Never throw objects out the windows.
9. Do not eat or litter on the bus.

Leaving the Bus

1. Stand up only when the bus comes to a complete stop.
2. Leave the bus in single file; without pushing or running.

3. Always cross the street in front of the bus. Walk far enough away that you can see the driver's face.
4. Always look both ways before crossing the street.

Consequences for not following Bus Expectations

1. If your child does not follow the bus rules and expectations outlined above and have not listened to the driver's warnings to behave properly on the bus, the driver will issue a referral notice.
2. Please remember that riding the bus is a privilege.
3. Because student misbehavior can endanger the safety of others on the bus, it is a natural consequence for the student to have this privilege taken away from them.

The following procedures are followed when a bus is followed when a bus behavior referral is made to the principal:

1st Offense Written warning to student and notification made to parents. Warning slip must be returned to the principal upon arrival at school the following day. (Please note that the driver typically speaks to students several times about inappropriate behaviors before making a written report.)

2nd Offense Student may be relieved of privilege to ride (1-5 days) pending meeting/between student, parent and administration.

3rd Offense Student will be relieved of privilege (up to 10 days) pending meeting/between student, parent and administration.

Serious misbehavior such as fighting, destruction of property, etc. may result in immediate loss of riding privilege, as well as school suspension. Parents are responsible for transportation when the child has lost the privilege to ride the bus.

Policies and Procedures

Pick Up by Individuals other than Parent/Guardian

Parents/guardians must inform the school of any alternate people picking up a student. Students will only be released to individuals who are listed as emergency contacts. Those individuals must be informed by the parent/guardian that they will be required to show a photo ID and sign the student out in the main office prior to proceeding to the classroom.

Attendance

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

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

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the sending school district offices.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on the sending district provided form to leave school at age 17.

Absence

All absences must be reported to IMS each day that the child is absent by calling the following number by 9:00 AM:

860-291-6001 or email IMSofficestaff@crec.org

If no one is available to take your call, you may leave a message may be left at this number. The following information must be given: student name, date of absence, reason for absence and person calling. If it is not possible to telephone the school on the day of the absence, the parent/guardian must send a written excuse to the school. A written note is required for ALL absences that exceed 4 consecutive days. A doctor's note is required in order to return to school for all illness related absences that exceed 4 consecutive days.

Excused Absences

A student's absence from school shall be considered "excused" if a written documentation or verbal report of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials. Approved documentation includes written notice of pre-planned absence preferably submitted prior to the absence or a signed note from the parent explaining the absence.
- B. Students receive an excused absence for the tenth absence and all absences thereafter, when they are absent from school for the following reasons:
 1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
 2. Student's observance of a religious holiday.
 3. Death in the student's family or other emergency beyond the control of the student's family.
 4. Court appearances which are mandated. (Documentation required)
 5. The lack of transportation that is normally provided by the district other than the one the student attends.
 6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.

Other

1. Per guidance provided by the CT State Department of Education in May 2013, "absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence." (i.e.: in the case of an inclement weather situation.) No parental note is needed in the circumstance.
2. Per guidance provided by the CT State Department of Education in May 2013, Extraordinary Educational Opportunities may now be considered excused absences if the established criteria are met. Approvals for Extraordinary Educational Opportunities will be submitted by parent/guardian to the CREC Superintendent's office 10 days prior to the trip.

Students who plan to be absent for reasons other than those listed above should seek approval by submitting a note to the principal. It is the student/parent/guardian's responsibility to inquire about make up work for extended absences. Unless the student has an extended illness, this must be done within 5 days after the student returns to school.

Unexcused Absences

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

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

Truancy (unexcused absences): A student age five to eighteen** inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations. Unexcused absences or tardies mean that a parent/guardian has not notified the school of a student's absence or tardiness or that the child is absent/tardy for reasons other than listed above.

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

Tardiness

Students who arrive late to school or who leave early cause significant disruption to the teaching and learning process not only for themselves, but for students and staff as well. Students who are not in their classrooms by 8:55 AM are considered tardy. **All students arriving after 8:55 AM must be accompanied by a parent/guardian and report to the office in order to sign in and receive a pass to proceed to class.** A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action if the principal determines that tardiness is excessive. Early dismissals must be submitted in writing stating the reason. Early dismissals should be kept to a minimum as it disrupts the classroom and the daily routine.

Per guidance provided by the CT State Department of Education in May 2013, students who are tardy are not reportable to SDE as absent.

Emergency/Inclement Weather School Closing/Delayed Opening/Early Dismissal

In the event of an emergency early closing, an announcement will be made on major television stations. An announcement for school delays/early dismissals or closings may be viewed on the following media:

- Television/News websites: News Channel 8, NBC 30, WFSB and Fox 61
- School Messenger program sends emails and phone call updates to families based on current contact information provided to IMS

Generally, IMS follows the South Windsor and sometimes the Hartford Public School's announcements regarding delays, closings and early dismissals which means the announcement/listing for South Windsor applies to IMS. However, parents are advised to look for CREC International Magnet School on the listing of closings also, as occasionally, CREC may close the school early and the town of South Windsor will not.

Please be sure to discuss with your child what to do and where to go in the event of an emergency school closing. Please remember to update us with any changes to your contact information.

EXAMPLE: In the event of a 90 minute delay, students may be dropped off at 10:15 AM (which is 90 minutes after the regularly scheduled opening of school at 8:45 AM).

In the event of an early closing, busses will run on an earlier schedule. Parents will need to make arrangements to arrive at bus stops early to pick up their children. Those parents who pick up children at the school are requested to pick up their children at the time of the announced closing.

Before/After Care

On emergency early dismissal days After Care will not be held and parents/guardians are requested to pick up their child(ren) at the announced/listed dismissal time. In the event of a late opening Before Care will begin one hour prior to the announced/listed opening time.

Bus Students (please refer to www.crec.org for complete information)

Inclement Weather Procedure (for delays/early dismissal/closings)

CREC will attempt to honor all school districts' early dismissal decisions. Situations will arise that will require CREC to override the decision and cause CREC program students to arrive late, be dismissed early or not attend school when the school has not issued such a change. You must determine school closings, late openings and early dismissals through the media – television or radio. You must know what the delay is for the town you live in as well as the town in which your student attends school. A student that rides a bus that serves multiple towns must observe the closings of all towns involved. **You will follow the district that has the longest delay.** The following are different examples:

1. If your resident town delays school for ninety minutes, but the IMS has no delay, your student's bus will be delayed by ninety minutes.
2. If your resident town has no delay but IMS has a 90-minute delay, your student's bus will be delayed ninety minutes.
3. **If your resident town has cancelled school but IMS has a ninety-minute delay, your student will not have bus transportation.**
4. **If your resident town has a ninety-minute delay but IMS has cancelled school, your student will not go to school.**
5. If your resident town has a two-hour early dismissal but IMS has a one-hour early dismissal, your student will be dismissed two hours early.
6. If your resident town has a one-hour early dismissal but IMS has a two-hour dismissal, your student will be dismissed two hours early.

You are asked **not** to call CREC or the transportation provider to determine late start times, early dismissal times or closures. Please do not call to determine your student's revised pick-up or drop-off time. Your student's pick-up and drop-off times are adjusted by the late start or early dismissal time. Thus, if your child is routinely picked-up at 7:10, they will now be picked-up at 8:40 if there is a ninety-minute delay. This information is easily attainable from the radio or television. We suggest that you log onto WFSB.COM on the internet where you will be able to get the entire cancellation list in alphabetical order. In fact, that is where transportation gets their information. Unnecessary calls reduce our ability to help families that truly need help i.e.: missed student, accident or other more serious problems.

You may transport your child to school if it has been determined that the bus will not run on a particular day. You must provide transportation for the return trip as well for that day.

There is no perfect solution to transporting students in bad weather. Buses run slower to be safe; roads are blocked due to accidents; students must wait in miserable weather, etc. A lot of patience, understanding and cooperation are needed by everyone to make a good situation out of a challenging situation.

If you have additional questions, please reference transportation at: <http://www.crec.org/transportation/rsco.php>

Emergency Preparedness

Fire drills and evacuation procedures (both internal and external) are held at regular intervals as required by state law. The procedures are posted in each room of the building.

At the sound of an alarm, everyone is to evacuate the building according to the procedures posted in each room. If there is a need for any other type of evacuation (i.e., to another part of the building) an announcement will be made over the loudspeaker and the procedures for internal evacuations are posted in each room. No alarm will sound. If we should have to evacuate the building and grounds, we will proceed offsite to our designated evacuation site Colonial Point Church at 855 Chapel Rd. South Windsor. You will be informed of this location during the school year. Further information regarding our emergency action plan may be obtained by contacting the principal.

Transportation

Please refer to the parents section at www.crec.org for information regarding CREC transportation.

IMS expects all students/parents to follow the bus behavior expectations listed on the website. This is for the safety of all students.

For permanent bus changes (i.e., change of address or bus route) please contact CREC Transportation at (860)-524-4077. Or you may access the change request on line at:

https://crecwebssl.crec.org/ws/default.aspx?formname=onlineform&object=Transport.dbo.wsWebForms&s_method=Everyone_DisplayForm&s_TicketTypeKey=change_request

Students are not permitted to ride a different bus other than the one to which they are assigned. Any changes in your child's normal bus routine must be reported daily to the front office with an email by noon on full days and 11:00 on half days. All telephone requests must be followed up by an email to imsofficestaff@crec.org. No request will be honored without a written request, a note or email.

Transportation Safety Complaints/Procedures

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

Valuable Items

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 is using a cell phone, the phone will be confiscated and the parent/guardian notified. Children who must have cell phones, must also have the cell phone number registered in the main office. Cell phones must be turned off during school hours.

Lost and Found

The Lost and Found is located in front of the Cafeteria. When possible, please label all items brought to school with the student's name. Please check the Lost and Found box if your child has lost an item. Items will be periodically donated if not claimed. Items left on the school buses are usually left at the front of the bus.

Parent Involvement/Communication

Education succeeds best when there is a strong partnership between home and school based on communication and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of the educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, and being a school volunteer are strongly encouraged. Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

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

Please contact the school's Parent Liaisons, Derrick Birdsong, dbirdsong@crec.org or by phone at 860-291-6001 x8102, if he may be of any assistance to you.

The Selling of Goods and Products

Students and parents are not permitted to sell any items (candy bars, candles, etc.) for any outside groups.

Outdoor Recess

IMS will have outdoor recess daily unless it is 35° or below with the wind chill and weather conditions taken into consideration. Please make sure your child comes properly dressed for outside recess. If your child is well enough to attend school, he or she is expected to go outdoors for recess unless there is a note from a physician excluding the child.

Animals in School

In accordance with CREC policy (6163.3) as well as a directive from the CREC medical director, "No student shall bring any animal, whether pet or wild to any classroom without prior consent of the teacher and principal, in order to protect both the animal and the students." Animals are not permitted on school property without prior consent of the principal.

Celebrations – Holiday and Birthday

At the International Magnet School, we welcome cultural celebrations as they help to strengthen bonds between school life, families and communities. While we are not a religiously affiliated institution, we welcome families to share cultural traditions that educate our children about global perspectives and diversity. As a CREC school, we aim to keep environmental decorations simple and natural, reflective of the children's ongoing work and interests. We follow the CREC calendar to honor particular national holidays throughout the school year. **All celebrations or lessons that involve food must be approved by the school nurse 1 week in advance. Only food on the approved snack list is allowed for any birthday celebrations (no cake, cupcakes, etc.) Additionally, no balloons are allowed in the school.**

Dress Code

Student dress may be regulated and students are encouraged to dress in clothing appropriate for an active elementary school student. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.

The following are guidelines for attire:

- Hats worn indoors are not permitted.
- Pants that leave skin or undergarments exposed are not permitted.

- Shirts that may be considered insulting or offensive, clothing with drug/alcohol related language, themes or pictures are not permitted.
- Halter tops or cropped shirts, or shirts that leave undergarments exposed are not permitted.
- Sneakers with wheels are not permitted.
- Flip flops are not permitted.

IMS Health Policies and Procedures

The school nurse is here daily. The school nurse keeps an accurate record of the student's health and development. She attends to the health issues of all students while they are in school. She also serves as a liaison as needed between families, school, community and other health care providers.

Emergency Medical Treatment

Parent/guardians are required to complete emergency contact information every year, through the POWERSCHOOL registration. ***THIS UPDATE IN THE REGISTRATION FROM POWERSCHOOL IS OF UTMOST IMPORTANCE FOR THE SAFETY OF YOUR CHILD- If you do not have an email, please contact the school for a copy of the form...*** Please contact the school immediately with any changes or updates to this information. We will use this contact information to call you if your child is ill or hurt. We will call the alternate contact persons that you list if we are not able to reach you within an amount of time that is acceptable for the condition of your child.

Health/Immunization Record

(Students in pre-k only)

In order to provide the best experience, early childhood providers must understand your child's health needs. The health form requires information from you (Part I) which will be helpful to the health care provider when he or she completes the health evaluation (Part II). State law requires complete primary immunizations and a health assessment by a physician, an advanced practice registered nurse, a physician assistant, or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to entering an early childhood program in Connecticut.

State statutes (C.G.S. Secs. 10-204a and 10-206) mandate that a child cannot be admitted into a school system without proper health/immunization records. Every student entering pre-k or K, or entering from out-of-state or country into any grade must have a physical exam done within the previous year. The following immunizations are required prior to starting school.

Pre-k

DTaP- 4 doses

Polio- 3 doses

MMR- 1 dose given on or after the 1st b-day

HepB- 3 doses last one on or after 24 weeks of age

Varicella- 1 dose on or after 1st b-day or verification of disease

Pneumococcal- 1 dose on or after 1st birthday

Influenza- 1 dose administered each year between August 1- December 31

Hep A- 2 doses given 6 calendar months apart, 1st dose on or after 1st birthday.

A completed updated physical examination on the State of CT Department of Education Health Assessment Record Form (yellow form) with proof of these immunizations must be submitted to school prior to the 1st day of school. These forms are available from your primary health care provider.

K-5

(Students in K – 12)

In order to provide the best educational experience, school personnel must understand your child's health needs. School health forms request information from you (Part I) which will also be helpful to the health care provider when he or she completes the medical evaluation form (part II).

State law requires complete primary immunizations and a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse or a registered nurse licensed pursuant to chapter 378, a physician assistant licensed pursuant to chapter 370, a school medical advisor or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to school entrance in Connecticut (C>G>S Secs. 10-204a and 10-206). An immunization update and additional health assessments are required in the 6th or 7th grade and in the 9th and 10th grade. This form may also be used for health assessments required every year for students participating in sports teams. Those participating in sports teams must have a physical every year and updated health form prior to participation.

DTaP- at least 4 doses, last dose on or after 4th b-day

Polio- at least 3 doses, last dose on or after 4th b-day

MMR- 2 doses, first on or after 1st birthday

Measles- 2nd dose of measles vaccine (or MMR), given at least 4 weeks after the 1st dose

Hib- Children less than 5 yrs of age need 1 dose on or after 1st b-day

Children 5 and older do not need proof of Hib

Hep A- 2 doses, 6 calendar months apart, 1st on or after 1st birthday

Hep B- 3 doses at spacing as above Hep B under pre-k

Varicella- 2 doses separated by at least 3 months, 1st on or after 1st birthday or verification of the disease

Pneumococcal- 1 dose on or after 1st birthday for children less than 5 years

A **completed physical exam** recorded on the State of CT Department of Education Health Assessment Record form (Blue form) with all immunizations documented must be submitted prior to the 1st day of school for all Kindergarten students despite if they have attended pre-K. This physical exam must be done and dated no later than within 1 year prior to the 1st day of school for that year. These forms are available from your primary health care provider.

Students that are exempt from immunizations due to religious reasons must have a Religious Exemption Form signed by a parent/guardian attached to their physical form. Students that are exempt from immunizations due to medical reasons must have Medical Exemption Form signed by their primary care provider attached to the physical form.

Primary care providers should have these forms or you may pick one up at IMS from the nurse.

SCHOOL ENTRANCE will be denied to any child without complete records of physical exam and immunizations.

Administration of Medicine

Parents of students requiring medication during school should contact the school nurse. Special forms are required to permit the administration of medicine in school. They are available from the school nurse. All

CREC Magnet Schools follow the State Statutes, regulations and guidelines established by the CT State Department of Education and the Department of Health regarding the carrying, use and dispensing of medications. If your child requires Epi pens, inhalers and diabetic testing materials and medication, please contact the school nurse.

In compliance with Public Act 723: Medication will be given by the school nurse or trained school personnel. Absolutely no medications (prescription or non-prescription) will be given for any reason without the doctor's authorization (written) stating the name of the drug, dosage, route/method and time of administration. This is a state law and must be strictly enforced.

Also-per **CREC** policy- **NO MEDICATION** should be sent in with child. A parent/guardian must bring medication to and from school and give it to the principal or nurse. This medication must be reviewed with the nurse/parent/guardian. Do not give the medication to the bus monitors/drivers or teachers. **The medication must be in the original, labeled container.**

If your child is taking any medication at home (on a regular or temporary basis) the school nurse should be informed in writing of the drug name/dosage. This is for the safety of your child should he or she experience adverse reactions from the medication while at school.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician'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 student 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.

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

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

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

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

Psychotropic Drug Use

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

Hygiene

At IMS we insist upon and reinforce good hand-hygiene to prevent the spread of germs. Hand washing with soap and warm water is best practice. We provide hand sanitizers when needed. We do not permit students to carry hand sanitizers/lotions in their back-packs.

Sunscreen at School

If you would like your child to wear sunscreen, we ask that you apply it before your child comes to school. It can then be applied again at school by a staff member. A child who is capable of applying his/her own sunscreen may do so only with supervision from a staff member.

The sunscreen must be provided by the parent/guardian and is not to be shared with other students (unless a sibling is in the same class). We do not permit spray sunscreen as it can be a hazard to others when sprayed. The lotion or stick form should be labeled with your child's name and placed in a Ziploc bag. You must sign a sunscreen permission form in order for your child to be able to have sunscreen at school. You may obtain these forms from the school nurse.

When Your Child Should Stay Home

- Fever above 100 degrees F
- Repeated episodes of vomiting (return to school 24hrs after last episode)
- Repeated episodes of diarrhea (return to school 24hrs after last episode)
- Bacterial infections (return to school upon recommendation of primary care provider)
- Persistent and copious nasal drainage
- Lice- until after 1st treatment
- Unexplained rash with a fever or other behavioral changes
- He/she is unable to function in school setting due to other reason (may be unknown) or excessive fatigue
- Chicken Pox- until lesions are dry and crusted.

You will be called to pick up your child for the following:

- Fever above 100 with other behavioral changes
- Repeated vomiting or diarrhea
- Nosebleed at dismissal time
- Injuries requiring additional medical evaluation and/or treatment
- He/she is unable to function in school setting due to other reason (may be un-known) or excessive fatigue
- Unexplained rash with a fever and/or other behavioral changes
- Stomach pains lasting more than 2 hrs

The above lists are guidelines and do not include all health concerns/issues that may arise with school age children. Please consult with the school nurse if you are unsure about sending your child to school. A note from your primary care physician may be required in some cases.

Children should not be given any medications such as acetaminophen or ibuprofen prior to school in an attempt to reduce fever/discomfort.

Ringworm rash must be covered for 48 hours after discovery of rash. Anti-fungal treatment must be in place. The child may remain in school at the discretion of the nurse.

Any cases of Fifth's disease diagnosed by your doctor needs to be reported to the nurse.

Nut Allergies

IMS is a nut-sensitive school. We are very aware that there are many children with nut allergies. Students, adults, and visitors should not knowingly bring products containing nuts or peanuts into the school building, classrooms, and cafeteria. Parents are asked to carefully read labels on food products before sending food to school. Products that contain labels that say: "Processed in a facility that also processes nuts" (or similar language) are permitted, but food labels that say: "May contain peanuts or tree nuts" (or similar language) are not permitted.

Snacks/lunches

Due to many allergies (known and unknown) we ask that students do not share/trade food at IMS. We encourage families to select and provide healthy food/drinks for their children while at school. We also encourage families to provide their students with water bottles with child's name filled with water that they may drink throughout the day. **All group snacks that are provided to share with students must be in the original, sealed with the label intact. .**

Group snacks at IMS that are intended to be shared with students must be on the list below. Some brands are listed specifically because they do not contain certain allergens.

Pretzels: UTZ, Bachman, Pepperidge Farm, Rold Gold

Animal Crackers: Barnum's Original (only brand)

Fruit cups- individual, pre-packaged

Fruit snacks/fruit roll-ups: Betty Crocker brand, Annies Organic Bunny Fruit snacks

Raisins

Craisins

Go-gurt yogurt

Goldfish crackers: Pepperidge Farm

Cheez-its

Teddy Grahams

Graham crackers: Nabisco, Keebler

Saltines: Sunshine, ShopRite

String cheese

Cereal bars: Nutri Grain- blueberry, strawberry, raspberry, apple cinnamon, blackberry, mixed berry, cherry Pomegranate, strawberry acai Special K bar- blueberry, strawberry, raspberry, vanilla crisp, chocolate drizzle

Pudding: individual, pre-packaged

Jello: individual, pre-packaged

Rice cakes: Quaker Quakes in caramel corn, ranch, sea salt, kettle corn, cheddar cheese

Vision and Hearing Screening

This will be done annually on all students starting at the kindergarten level. Students who fail will be re-tested and any child that fails the retest will receive a referral in writing to have the child tested further. This is just a basic screening procedure. For specific concerns and in-depth evaluation please call your primary doctor.

Asbestos

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

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. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact Douglas Henley. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met.

Physical Activity

All students enrolled in elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total. This requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services.

This daily period of physical activity for elementary school students can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief period of respite/time-outs, referrals to a building administrator, or for safety reasons.

Smoking

Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

Substance Abuse

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

Sexual Abuse Prevention and Education Program

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

Health Office

Please feel free to call the school nurse to discuss the health concerns/issues of your child at **860-291-6001, ext. 8208** or email jniedzielski@crec.org.

Please remember the following:

- All absences must be reported by calling the school each day of absence at 860-291-6001 or email imsstaff@crec.org . The nurse tracks illness/injuries of all students
- Update us with any changes to your contact information or health concerns/issues of your child.
- All children must have a change of clothes in a bag with child's name on it (including top/bottom/socks/underwear) in school at all times.
- Parents must inform the school immediately of any changes in contact information.

Student Nutrition and Physical Activity (Student Wellness Policy)

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

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

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

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

Goals for Physical Education and Activity

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

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

Nutrition Guidelines for Foods Available in Schools

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

Reimbursable School Meals

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

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA "Smart Snacks in School" nutrition standards. Food and beverage marketing is

defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the CREC wellness policy.

Food Exemptions

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

Community Input

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

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

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

Monitoring

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

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

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

Evaluation of Wellness Policy

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

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

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

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-221 Boards of education to prescribe rules, policies and procedures.

10215b Duties of state board of education re: feeding programs.

10-215e Nutrition standards for food that is not part of lunch or breakfast program.

10-215f Certification that food meets nutrition standards.

10-221o Lunch periods. Recess.

10-221p Boards to make available for purchase nutritious, low-fat foods.

10-221q Sale of beverages.

PA 04-224 An Act Concerning Childhood Nutrition in Schools,
Recess and Lunch Breaks

PL 108-265 Child Nutrition and WIC Reauthorization Act of 2004

USDA Regulations

10-221o Lunch periods. Recess. (as amended by P.A. 12-116, An Act Concerning Educational Reform; as amended by P.A. 13-173, An Act Concerning Childhood Obesity and Exercise in Public Schools)

Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy Revised: March 17, 2010
Policy Revised: November 20, 2013
Policy Revised: June 21, 2017

Hartford, Connecticut

Academic Policies and Procedures

Student Records

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

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.

Report Cards

The purpose of the report card is to give the parents/guardians a clear understanding of how the student is progressing academically, socially and developmentally. This also helps the parent/guardian understand the factors that may contribute to the student's success. A report card is sent home three times a year in December, March and June.

Parent Conferences

Conferences are held biannually at the time of report card distribution. 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 students, as well as teachers, counselors or administrators may initiate a conference.

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

Homework

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

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

English Language Learner Students

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

Field Trips

As part of the enrichment program at IMS, field trips are designed to extend the learning experiences of the students. These trips are carefully planned and supervised by teachers and are frequently assisted by parents. Some admission fees and/or other costs are not covered by the school. Permission slips must be completed in order for your child to participate. **Students that do not have a completed permission slip will not be allowed to attend the field trip.** Financial assistance is available upon request.

Any student whose behavior is considered detrimental to the well-being of the other students while on a field trip may be prohibited from participation by the principal. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity.

Promotion, Retention, and Placement

CREC encourages and insists on the highest quality of academic performance from all students. It expects excellence from its faculty and supports vigorously the teachers’ demands for serious, substantial scholarship from students commensurate with their individual abilities. Instruction and instructional programs must provide maximum opportunity for students to progress through school according to their needs. The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student. All teachers must evaluate students’ educational progress during the school year. This progress, or lack of progress, is communicated to the parent, through written progress reports and parent-teacher conferences. Parents must be notified by March 15 if retention or acceleration is being considered. *The final decision regarding placement or retention will be made by the principal.*

Early Childhood (pre-K) Toileting Policy

The CT State Department of Public Health guidelines for early childhood education programs state that it is **expected that children attending a public school preschool program will be able to independently toilet themselves** unless there is a special education need.

Admission/Lottery Process

1. CT residents are eligible to apply for admission to IMS via a lottery.
2. A lottery will be held in early March for all families applying to IMS.
Currently IMS serves grade Prekindergarten 3-Grade 5. Children must turn 3 during the calendar year (January 1st-December 31st) for which they are applying, e.g., 2018-2019 must be 3 by December 31, 2018. Race/ethnicity/gender data will not be used for admission purposes. Those accepted will be notified by mail. When an applicant is selected in the lottery, parents need to accept or decline the position within the timeframe designated in the acceptance letter or their lottery position will be given to the next applicant.
3. All applications must be received no later than the time and date designated on the RSCO website (www.choiceeducation.org).
4. Sibling preference will be given but not guaranteed to current students of IMS providing the application is received before the application deadline. Sibling policy applies when a brother/sister living in the same household and share at least 1 biological parent/legal guardian applies to OR attends the same

| school to which you are applying. Current students are defined as students enrolled in the school during the same year in which the sibling is enrolled. Limitations based on class size will always take priority over sibling preference. Multiple birth siblings, residing in the same household, will be treated as one lottery list number and will be admitted together.

5. If there is a change in residency, the school office must be notified immediately. Any move may impact the child's placement in the CREC program.

Registration Requirements

Early Childhood Learning Center Enrollment Requirement:

The CT State Department of Public Health guidelines for early childhood education programs state that it is expected that children attending a public school preschool program will be able to independently toilet themselves unless there is a special education need.

- Three documents showing proof of residency with one being a valid photo ID (e.g., driver's license) and the others being a utility bill and lease/mortgage.
- Original birth certificate long form or a passport may be used for proof of birth if the child is coming from outside the United States.
- A copy of the child's most recent report card, if applicable.
- Current health and immunization records (completed within 1 year of enrollment).
- Completed emergency contact form with a minimum of two emergency contacts in addition to parent/guardian.

Discipline Policy and Procedures

IMS believes that strong academics are positively linked with appropriate learning behaviors while students are in school. The staff also believes that school-home partnerships are critical for ensuring academic success. IMS utilizes an approach to classroom management called Positive Behavioral Interventions and Supports (PBIS). PBIS is a process for creating safe, effective, and productive schools. Below is our school-wide matrix of expectations for behavior at IMS. Our unified behavioral expectations, in every classroom and non-classroom setting in the school, are as follows: We are respectful, we make safe choices and use self-management, we show integrity.

	CAFETERIA	HALLWAY	PLAYGROUND	BATHROOM	CLASSROOM	BUS	DISMISSAL LINES	STAIRWELL
<p>We are respectful</p> 	<p>Clean up after yourself</p> <p>Keep food & drinks to yourself</p> <p>Follow adult directions (<i>communicator</i>)</p> <p>Invite others to join you (<i>open-minded</i>)</p>	<p>Follow adult directions (<i>communicator</i>)</p> <p>Hands by our side</p> <p>Voices off</p> <p>Smiles & quiet waves to friends & teachers (<i>communicator</i>)</p> <p>Eyes forward</p>	<p>Use appropriate kind language (<i>caring/communicator</i>)</p> <p>Follow adult directions (<i>communicator</i>)</p> <p>Take turns using equipment (<i>caring</i>)</p> <p>Line up quickly and quietly</p>	<p>Stay in own stall</p> <p>Follow adult directions (<i>communicator</i>)</p> <p>Clean up after yourself (<i>caring</i>)</p> <p>Put toilet paper in toilet</p> <p>Use bathroom quickly & quietly</p>	<p>Use property and materials correctly</p> <p>Use inside voices</p> <p>Raise your hand</p> <p>Follow adult directions (<i>communicator</i>)</p> <p>Use appropriate kind language (<i>communicator</i>)</p>	<p>Use appropriate kind language (<i>communicator</i>)</p> <p>Use inside voice (<i>communicator</i>)</p> <p>Follow adult directions (<i>communicator</i>)</p>	<p>Use inside voice</p> <p>Use appropriate and positive language (<i>caring/communicator</i>)</p> <p>Follow adult directions (<i>communicator</i>)</p>	<p>Hands by our side</p> <p>Voices off (<i>communicator</i>)</p> <p>Follow adult directions (<i>communicator</i>)</p> <p>Smiles & quiet waves to friends & teachers</p>
<p>We make safe choices and use self-management</p> 	<p>Stay seated</p> <p>Raise your hand (<i>communicator</i>)</p> <p>Keep hands and feet and objects to yourself</p> <p>Line up quickly and quietly</p>	<p>Walking feet</p> <p>Walk on right side of the hallway</p>	<p>Keep hands & feet & objects to self</p> <p>Play safely</p> <p>Go down the slide on bottom</p>	<p>Washing your hands with soap and water</p> <p>Keep your hands & feet and other objects to yourself</p>	<p>Stay in the classroom</p> <p>Use hall pass when leaving the classroom</p> <p>Use walking feet at all times</p> <p>Keep hands, feet and objects to yourself</p>	<p>Keep hands, feet, objects to yourself</p> <p>Bodies facing forward</p> <p>Remain in your seat</p>	<p>Go straight to your line and stay seated until your bus is called</p> <p>Ask permission to leave your line (<i>communicator</i>)</p> <p>Keep objects in your backpack except books</p>	<p>Eyes forward</p> <p>Walking feet</p> <p>Walk on right side of the stairs</p> <p>Hold the railing</p>
<p>We show integrity</p> 	<p>Eat your meal, including your fruits and vegetables (<i>balanced</i>)</p> <p>Use appropriate and positive language (<i>reflective, communicator</i>)</p>	<p>Report problems to a staff member (<i>communicator/risk-taker</i>)</p> <p>Get to where you need to go</p> <p>Pick up trash (<i>caring</i>)</p>	<p>Know and follow established procedures (<i>knowledgeable</i>)</p>	<p>Report graffiti, damage, or disturbances to a staff members (<i>communicator/risk taker</i>)</p> <p>Clean up after yourself (<i>caring</i>)</p> <p>Return to class promptly</p>	<p>Know and follow essential agreements (<i>knowledgeable</i>)</p> <p>Complete work</p> <p>Give your best effort at school (<i>thinker</i>)</p> <p>Stay on task (<i>commitment</i>)</p>	<p>Report graffiti, damage, or disturbances to a staff members (<i>communicator/risk taker</i>)</p> <p>Know and follow established procedures (<i>knowledgeable</i>)</p>	<p>Report disturbances, accidents, and injuries to staff members (<i>communicator/risk taker</i>)</p> <p>Know and follow established procedures (<i>knowledgeable</i>)</p>	<p>Report problems to a staff member (<i>communicator/risk-taker</i>)</p> <p>Get to where you need to go</p> <p>Pick up trash (<i>caring</i>)</p>

Discipline

I. Policy Statement

The CREC Council believes that good student behavior in a school is extremely important in creating the kind of educational environment in which students will be able to realize their greatest opportunities for growth. Good discipline habits assume consideration for the rights and privileges of others, cooperation with all personnel in the school community, basic self-respect as well as respect for real and personal property, pride in one's work and achievement within one's ability.

The development of good discipline practices is an on-going interactive process that begins early in a child's life and continues throughout his/her life. The school/program becomes a critical part of this process because it has the responsibility to teach and guide students to achieve good self-discipline. Each school/program will develop expectations that affirm positive behavioral outcomes for students and align practices around these expectations. Each school/program will engage the parents/guardians and community members in the development of these practices. School and home must work together in an effort to help and guide children toward achieving good self-discipline.

Students will be taught behavioral expectations as part of the school curriculum in all grades and all CREC schools and programs will have a scientifically research-based model of positive behavioral supports.

The purpose of this Discipline Policy is to encourage accountability for students' behavior and to assist them to recognize and learn proper decisions so they can become independent and productive members of our democratic society.

In applying reasonable disciplinary measures, administrators and staff are encouraged to use their expertise and knowledge of individual students in light of the facts and circumstances accompanying acts or incidents in question. Such measures may involve, but are not limited to, removal, suspension, or recommendation for expulsion. Whatever measure is employed, the discipline must always be fair and dignified.

II. Scope of this Policy

Conduct on School Grounds or at a School-Sponsored Activity

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized CREC policy.

Conduct off School Grounds

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violate of a publicized CREC policy. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Council may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,

as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Council may also consider whether such off-campus conduct involved the illegal use of drugs.

III. Expulsion

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

A The CREC Superintendent of Schools or his/her designee shall recommend expulsion proceedings to sending districts in all cases involving any of the following students:

- 1) A preschool student who was in possession of a firearm, as defined in 18 USC 921, on or off school grounds or at a preschool program-sponsored event; or
- 2) a student in grades Kindergarten to twelve on school grounds or at a school-sponsored activity who, (a) was in possession of a firearm, as defined in 18 USC 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S 53a-3; or (b) off school grounds, possessed a firearm or possessed and used such a firearm, instrument or weapon in the commission of a crime; or (c) on or off school grounds, offered for sale or distribution a controlled substance, as defined in C.G.S 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties under C.G.S. 21a-277 and 21a-278; or
- 3) a student in grades three to twelve, on school grounds or at a school-sponsored activity has engaged in conduct that endangers persons or property, is seriously disruptive of the educational process or is violative of a publicized school policy; or, off school grounds has engaged in conduct that is seriously disruptive of the educational process and is violative of a publicized school policy

The CREC Superintendent of Schools shall forward the recommendation to the sending LEA, if determined to be necessary and appropriate.

If the sending LEA declines to conduct an expulsion hearing per the CREC Superintendent of Schools recommendation, CREC shall do so, in accordance with C.G.S. 10-233d.

CREC's Executive Director or his/her designee shall create administrative regulations regarding student discipline in accordance with this policy.

Legal Reference: Connecticut General Statutes

4-177-4-180. Contested cases. Notice. Record.

10-233a-10-233e. Suspension and expulsion of students.

10-233f In-School suspension of pupils.

Honig v. Doe. (United States Supreme Court 1988)

P.A. 13-173, An Act Concerning Childhood Obesity and Exercise in Public Schools)

P.A. 15-96, An Act Concerning Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two

P.A. 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee.

Policy adopted:	June 18, 2003	CAPITOL REGION EDUCATION COUNCIL
Revised:	June 20, 2007	Hartford, Connecticut
Revised:	April 19, 2017	

Students

Discipline

All disciplinary incidents, including removal from the classroom for over 90 minutes, are to be properly entered into the State-approved reporting system.

Article I - Disciplinary Procedures - Overview

All students have the right to learn in safe and orderly environments in which teaching and learning can take place within a climate of mutual respect, without disruptive behavior by any student infringing upon the rights of others.

Student discipline includes a continuum of incremental interventions, supports, and consequences that are clear and developmentally appropriate; and include learning opportunities for students to reinforce positive behaviors and help them make good choices. Such continuum may include:

- Discussion with a teacher, member of the support staff, vice-principal or principal
- Attendance/performance/behavior contracts
- Counseling staff
- Time-out
- Reflection sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school activities
- Peer mediation
- Mentoring
- Conflict resolution
- Individual or group counseling
- Detention

- Restitution for damaged or stolen property
- Community service
- Referral to community-based organizations
- Restorative practices

When inappropriate behavior occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive, but at the same time recognizes that there are circumstances under which suspension or expulsion may be the required response.

Unless an emergency situation requiring the student's immediate exclusion exists, no student shall be excluded from participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment. No student shall be required to engage in physical activity as a form of discipline or punishment.

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 should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefor.
- 2.3 Each school or program shall maintain an individual student log of disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal/designee or program director must consider the case an in-school suspension or out-of-school suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.
- 2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations, that such student missed during the period of the removal. In addition, a processing procedure with the student will occur, in order to identify the harm done to the victim(s) and/or community and to establish a method of restitution.
- 2.5 Unless an emergency situation requiring the student's immediate exclusion exists, no student shall be excluded from participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment.

Article III - In-School Suspension

In-School Suspension - means an exclusion from regular classroom activities for no more than ten (10) consecutive school days. In-school suspension does not involve 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.

Except as provided in Article IV, below, all suspensions of students shall be in-school suspensions.

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 ten (10) 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 may 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 – Out-of-School Suspension

Out-of-School 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. An out-of-school 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 A student in grades preschool to two may be given an out-of-school suspension if, during the hearing held pursuant to Article V, below, it is determined that such suspension is appropriate based on evidence that the student conduct on school grounds is of a violent or sexual nature that endangers persons.

A student in grades three to twelve may be given an out-of-school suspension if, during the hearing held pursuant to Article V, below, it is determined that a) the student poses such a danger to persons or property or such a disruption of the educational process that (s)he shall be excluded from school; or b) an out-of-school suspension is appropriate based on evidence of (i) previous disciplinary problems that have led to suspension or expulsion, and (ii) efforts to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

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

- 4.3 All recommendations for out-of- school suspensions must be approved by CREC Central administrative staff.

Article V - Informal Hearing Process

The following procedures shall be followed in the event that the school determines an out-of-school suspension may be warranted:

- 5.1 Prior to an out-of-school suspension, the student shall be informed of the charges which have been posed.
- 5.2 The student shall 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, the school principal or his/her designee shall make a decision. The school principal or his/her designee, if he/she deems it necessary, shall investigate the matter further, and, upon completion of the investigation, shall make a decision.
- 5.5 The school principal or his/her designee shall inform the student and his/her parent or guardian of the disciplinary action imposed within a reasonable period of time.

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

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

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

Article VII - Expulsion

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

- 7.1 The CREC Superintendent of Schools or his/her designee shall recommend expulsion proceedings to sending districts in all cases involving any of the following students:
- 1) a preschool student was in possession of a firearm, as defined in 18 USC 921, on or off school grounds or at a preschool program-sponsored event; or
 - 2) a student in grades Kindergarten to twelve on school grounds or at a school-sponsored activity, (a) was in possession of a firearm, as defined in 18 USC 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S 53a-3; or (b) off school grounds, possessed a firearm or possessed and used such a firearm, instrument or weapon in the commission of a crime; or (c) on or off school grounds, offered for sale or distribution a controlled substance, as defined in C.G.S 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties under C.G.S. 21a-277 and 21a-278; or
 - 3) a student in grades three to twelve, on school grounds or at a school-sponsored activity has engaged in conduct that endangers persons or property, is seriously disruptive of the educational process or is violative of a publicized school policy; or, off school grounds has engaged in conduct that is seriously disruptive of the educational process and is violative of a publicized school policy
- 7.2 If, after completing investigation, a school principal or his/her designee determines that grounds for expulsion exist, he/she shall forward a recommendation for expulsion to the Superintendent of CREC Schools.
- 7.3 The CREC Superintendent of Schools shall forward the recommendation to the sending LEA, if determined to be necessary and appropriate.
- 7.4 If the sending LEA declines to conduct an expulsion hearing per the CREC Superintendent of Schools recommendation, CREC shall do so, in accordance with C.G.S. 10-233d and any procedures adopted pursuant thereto.

Article VIII - Actions Leading to Suspension or Recommendation for Expulsion

- 8.1 Any student whose conduct on school grounds, school transportation, or at a school-sponsored activity endangers persons or property, is seriously disruptive of the educational process or is violative of a publicized school policy; or whose conduct off school grounds is violative of a publicized school policy and is seriously disruptive of the educational process shall be subject to discipline up to and including recommendation for expulsion.

The following acts may be grounds for disciplinary action, up to and including, recommendation for expulsion:

- a. Striking or assaulting a student or any member of the school staff.
- b. Theft or knowingly possessing stolen goods.
- c. Using obscene gestures, discriminatory or abusive language directed at a member of the school staff or other students.
- d. Attempts at extortion or intimidating school staff or other students.
- e. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.

- f. Possession of drug paraphernalia.
- g. Use of cigarettes and/or other types of tobacco.
- h. Destruction of school property or personal property.
- i. Misbehavior on a school bus.
- j. Class truancy.
- k. Unauthorized use or misuse of computers or other technological equipment.
- l. Sexual harassment, bullying, harassment and/or hazing.
- m. Leaving school without permission.
- n. Misconduct of a nature that threatens the safety of school property or the welfare of the persons who work or study therein.
- o. Gambling.
- p. Accumulation of minor offenses.

8.2 The above noted list is not exhaustive and students may be disciplined, up to and including being recommended for expulsion, for other forms of conduct, on school grounds, school transportation, or at a school-sponsored activity, that endangers person or property, is seriously disruptive of the educational process, or violates a publicized school policy; or conduct, off school grounds, that violates a publicized school policy and is seriously disruptive of the educational process.

8.3 The CREC Council considers conduct which is “seriously disruptive of the educational process” to mean conduct that “markedly interrupts or severely impedes the day-to-day operations of a school”, in addition to being violative of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat, off school grounds, to kill or harm a teacher or student.

8.4 In determining whether off-school grounds conduct is “seriously disruptive of the educational process,” the administration may consider, but such consideration shall not be limited to, (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in Section 2938 and whether any injuries occurred; (4) whether the conduct involved the use of alcohol; and (5) whether inappropriate use of social media was involved.

8.5 Discipline may result when: 1) the incident was initiated in the school or on school grounds, or 2) the incident occurred or was initiated offschool grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would have a disruptive effect on the school’s educational process by threatening:

- 1. The school's orderly operations;
- 2. The safety of the school property;
- 3. The welfare of the persons who work or study there.

Off school grounds misconduct that may result in discipline includes, but is not limited to:

- 1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. 53a3, 53-206, and 29-35)
- 2. Use, possession, sale, or distribution of illegal drugs
- 3. Violent conduct
- 4. Making of a bomb threat

5. Threatening to harm or kill another student or member of the staff.
6. Engaging in activity that has the reasonable likelihood of threatening the health, safety or welfare of individuals at the school, endangering school property, and/or disrupting the educational process.

For example, if it is determined that a student's use or possession of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school, discipline up to and including suspension and/or recommendation for expulsion may be imposed. The standard to be applied in considering disciplinary action is whether the off school grounds conduct will markedly interrupt or severely impede the day today operation of a school.

Article IX - Special Education/ Section 504 Students

- 9.1 Students requiring special education and related services may be disciplined in accordance with applicable federal and state law.
- 9.2 If removals from school are to be utilized with special education or Section 504 students as part of a comprehensive behavior management system, they must be reflected in a Behavior Intervention Plan and discussed at a PPT or Section 504 meeting.
- 9.3 Prior to recommending expulsion for a student requiring special education and related services or with a Section 504 Plan, a PPT or Section 504 team shall convene to determine whether the misconduct was a manifestation of the student's disability. A student may be suspended for up to 10 days pending the PPT or Section 504 team determination.
- 9.4 If, in the case of a student requiring special education and related services or having a Section 504 Plan, it is determined that the misconduct was a manifestation of the student's disability, the student shall not be recommended for expulsion. Rather, the PPT or Section 504 Team shall consider the student's misconduct and modify the student's individualized education program (IEP) or 504 Plan to address the misconduct and to prevent a recurrence of such conduct and to ensure the safety of other students and staff in the school.
- 9.5 If it is determined that the misconduct was not caused by the student's disability, the student may be recommended for expulsion in accordance with the provisions set forth in Article VII.
- 9.6 Whenever a student requiring special education and related services is expelled, an alternative educational opportunity, consistent with the student's educational needs, as determined by the PPT chaired by the LEA in light of such expulsion and the student's IEP, will be provided by the sending LEA during the period of expulsion. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general curriculum and to advance toward achieving the goals of his/her IEP.
- 9.7 Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing under C.G.S. 10-76h to contest a recommendation for expulsion under 9.5 above, or a proposed change in placement

under Section 9.4, above, unless the parents (or student if eighteen years of age or older) and the district otherwise agree, the student shall stay in his/her then current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order or by the decision of a hearing officer.

Article X - Cumulative Records

10.1 Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record which is the responsibility of the sending LEA. The notice, except in the case of an expulsion based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if a student graduates from high school.

Article XI- Withdrawal From School

11.1 Whenever a student against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision is rendered:

- a. Notice of the pending expulsion hearing shall be included on the student's cumulative educational record; and
- b. The sending LEA shall complete the expulsion hearing and render a decision.

Article XII – Notification

12.1 The CREC Council shall, at the beginning of each school year, notify the parent or guardian of minor students registered in the district of district rules pertaining to student discipline.

12.2 The Principal of each school/program shall take steps to insure that all rules pertaining to the discipline of students are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school/program.

Regulation approved: March 16, 2016
Regulation revised: January 18, 2017

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

Child Abuse

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

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

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

Hazing/Bullying

The CREC Council promotes a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. Any staff member, employee, or student who engages in an act that injures, degrades, or disgraces another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education, shall be subject to appropriate disciplinary action. Therefore, it shall be the policy of the CREC Council that bullying of a student by another student on school grounds, on a bus or outside of a school setting that has a direct and negative impact on a student's academic performance or safety in school is prohibited.

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

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

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

IMS will not tolerate behavior that is initiated with a specific intent to intimidate or harass another person because of age, religion, ethnicity, gender or sexual orientation. In addition to school discipline procedures, and notification of police, counseling sessions will be implemented with the perpetrator as well as the victim (CT.P.A. #90-137). You may choose to reach a resolution by working with the school social worker or with the building administrator.

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

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

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

This handbook does not include all CREC/IMS policies and procedures. For information regarding a topic that is not covered in this handbook please call the Principal at 860-291-6001.

Please sign below and return to the IMS Main Office

Family Handbook Acknowledgement

I acknowledge that I have been given and have reviewed the CREC International Magnet School for Global Citizens Family Handbook.

Date: _____

Parent/Guardian/Other Name (Printed): _____

Parent/Guardian/Other Signature: _____

Student Name: _____