



CONNECTICUT TECHNICAL EDUCATION
AND CAREER SYSTEM



Connecticut Technical Education and Career System

STUDENT/PARENT 2019-2020 HANDBOOK

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Connecticut Technical Education and Career System
39 Woodland St.
Hartford, CT 06105

CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM

The CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM is established and maintained by the State Board of Education and advised by a board. Such board shall consist of eleven members as follows: (1) Four executives of Connecticut-based employers who shall be nominated by the Connecticut Employment and Training Commission and appointed by the Governor, (2) five members appointed by the State Board of Education, (3) the Commissioner of Economic and Community Development and (4) the Labor Commissioner. The Governor shall appoint the chairperson. The chairperson of the Technical Education and Career System shall serve as a non-voting ex-officio member of the State Board of Education.

CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM (CTECS) BOARD

CTECS Board Membership	
Mr. Robert J. Trefry, Chairperson Current State Board of Education Member	Ms. Lindy Lee Gold Senior Specialist, Department of Economic and Community Development
Mrs. Patricia Keavney-Maruca, Vice Chairperson Current State Board of Education Member	Mr. Peter Hoecklin President and Chief Executive Officer TRUMPF, Inc.
Dr. Daisy Cocco De Filippis President Naugatuck Valley Community College	Mr. Fitz G. Walker, Jr. President and Chief Executive Officer Bartron Medical Imaging
Ms. Karen Marie Eichstaedt Vice President of Human Resources United Community and Family Services	Commissioner Kurt Westby Department of Labor
VACANCY	

Dr. Miguel A. Cardona, Commissioner of Education
 Mr. Jeffrey S. Wihbey, Superintendent of Schools
 Mr. Richard Cavallaro, Assistant Superintendent of Schools
 Dr. Nikitoula Menounos, Assistant Superintendent of Schools

Accreditation

The New England Association of Schools and Colleges accredits the
 Connecticut Technical Education and Career System.

Mission Statement of the **Connecticut Technical Education and Career System**

The mission of the **Connecticut Technical Education and Career System** is to provide a world-class, unique and rigorous learning environment for high school students and adult learners that:

- Ensures both student academic success and career technical education mastery, as well as, promotes enthusiasm for lifelong learning;
- Prepares students for post-secondary education, including apprenticeships and immediate productive employment;
- Engages regional, state, national and international employers and industries in a vibrant collaboration to respond to current, emerging and changing global workforce needs and expectations; and
- Pursues and participates in global partnerships that provide CTECS students with international exposure and experience.

Vision Statement

To be the best technical education and career system in the United States.

Statement of Non-Discrimination

CTECS is committed to a policy of affirmative action/ equal opportunity for all qualified persons and equal access to the Boy Scouts of America and other designated youth groups. CTECS does not discriminate in any employment practice, education program, or educational activity (including vocational opportunities and admissions) on the basis of age, ancestry, color, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (including pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the **Connecticut Technical Educational and Career System's** nondiscrimination policies should be directed to:

Equity Coordinators – Each school has an equity coordinator assigned to respond to student and parent requests for information about the district's nondiscrimination policies as well as to receive and investigate complaints about discrimination and harassment. The Equity Coordinators for each school are listed on pages 17 and 18.

For more information about CTECS' policy of non-discrimination, contact:

Levy Gillespie
Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA)
Connecticut State Department of Education
450 Columbus Boulevard, Suite 607
Hartford, CT 06103
860-807-2071

Levy.gillespie@ct.gov

(Coordinator for matters related to Affirmative Action/Equal Opportunity Employment and nondiscrimination policies and practices.)

Christine Spak

Education Consultant

Connecticut Technical Educational and Career System

39 Woodland Street

Hartford, CT 06105

860-807-2212

christine.spak@ct.gov

(Coordinator for matters related to Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.)

U.S. Department of Education

Office for Civil Rights

5 Post Office Square, Suite 900

Boston, MA 02109-3921

(617) 289-0111

Fax number (617) 289-0150

TTY/TDD (877) 521-2172

(Matters related to race, color, national origin, age, sex and/or disability)

Contents-Student/Parent Handbook 2019-2020

<u>Connecticut Technical Education and Career System Board</u>	1
<u>Mission Statement for the Connecticut Technical Education and Career System</u>	2
<u>Section 1 - Message to Parents</u>	
<u>Websites: District/School-Based</u>	9
<u>PowerSchool Parent Portal</u>	10
<u>Attendance/Tardy Information</u>	10
<u>Use of Digital Resources</u>	11
<u>Cell Phones/Electronic Devices</u>	11
<u>Internet Abuse Prevention</u>	11
<u>School Family Community Partnerships</u>	11
<u>Parent Faculty Organization (PFO)</u>	12
<u>Statewide Abuse Assault Awareness Program</u>	12
<u>School-Based Health Centers</u>	12
<u>Highly Communicable Disease Plan</u>	12
<u>Insurance</u>	12
<u>Foreign Nationals</u>	13
<u>Parental Complaints</u>	13
<u>Recruitment</u>	13
<u>Parents Active Duty</u>	13
<u>Bullying</u>	13
<u>Recent Legislation</u>	14
<u>Equity Coordinator</u>	14
<u>Section 2 - School Climate</u>	
<u>Respect</u>	16
<u>School Climate</u>	17
<u>Definitions</u>	19
<u>Disciplinary Sanctions</u>	21
<u>Section 3 - Attendance</u>	
<u>Attendance as a Course Requirement</u>	23
<u>Attendance Credit</u>	24
<u>Excused Absences</u>	23
<u>Notification of Unexcused Absence from School</u>	25
<u>Review Process</u>	25
<u>Tardiness</u>	25
<u>Early Dismissal</u>	26
<u>Section 4 – Promotion and Graduation Requirements</u>	
<u>Graduation/Credit Requirements</u>	28
<u>Career Technical Education Program (CTE)</u>	28
<u>Promotion Requirements</u>	29
<u>Basic Skills Requirement for Graduation-District Performance Standards</u>	30
<u>Language Arts and Math Labs</u>	31
<u>Guidelines for Participation in Graduation Exercises</u>	32
<u>Dual Enrollment</u>	32
<u>Advanced Placement Courses</u>	32
<u>College Experience Courses</u>	32
<u>College Career Pathways</u>	32
<u>Class Rank</u>	33
<u>Homebound Instruction – Alternative Education Program (AEP)</u>	33

<u>Homework Policy</u>	33
<u>Honors: Placement Criteria</u>	34
<u>Honor Roll</u>	36
<u>Incomplete Grades</u>	36
<u>Make-Up Work</u>	37
<u>Additional Academic Support</u>	37
<u>Transfers and Withdrawal From School</u>	37
<u>Transfer between Connecticut Technical Education and Career Systems</u>	37
<u>Section 5 - Assessment and Testing</u>	
<u>Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®)</u>	39
<u>Scholastic Assessment Test (SAT)</u>	39
<u>The Next Generation Science Standards (NGSS) Assessment-Science</u>	39
<u>Connecticut Physical Fitness Assessment</u>	39
<u>Language Assessment Scales (LAS)</u>	39
<u>Senior Summative Technology Assessment</u>	40
<u>Section 6 - Student Assistance</u>	
<u>Faculty Assistance</u>	42
<u>School Counseling</u>	42
<u>Health Counseling</u>	42
<u>Student Assistance Team</u>	42
<u>Homeless Education</u>	43
<u>Student Support</u>	43
<u>Student Success Plan</u>	43
<u>Section 7 - Student Education Records</u>	
<u>Student Records</u>	46
<u>Inspection and Review</u>	46
<u>Amending Education Records</u>	46
<u>Disclosure of Personally Identifiable Information</u>	47
<u>Directory Information</u>	48
<u>Armed Forces Recruiting</u>	49
<u>Copies of Education Records</u>	46
<u>Fees for Copies of Records</u>	46
<u>Filing a Complaint</u>	49
<u>Types, Locations and Custodians of Education Records</u>	49
<u>Section 8 – Student Conduct, Discipline</u>	
<u>Code of Respect</u>	51
<u>Discipline Policy</u>	51
<u>Detention Procedures</u>	63
<u>Search and Seizure</u>	63
<u>Inspection of Lockers and Other School Property</u>	64
<u>Public Display of Affection</u>	64
<u>Student Dress and Grooming including Uniforms</u>	64
<u>Student Academic Uniforms</u>	65
<u>Display of Disruptive Symbols</u>	66
<u>Smoking</u>	66
<u>Motor Vehicles on Campus</u>	66
<u>In-School Suspension and Out-of-School Suspension</u>	67
<u>Student Achievement Intervention Lab (SAIL)</u>	67
<u>Section 9 - Substance Abuse Rules and Guidelines</u>	
<u>Rules and Regulations</u>	69
<u>School Guidelines</u>	69
<u>Definition of Terms</u>	69
<u>Chart of Infractions</u>	70

Section 10 - Health Office Policies and Safety Procedures

Health Room Procedures73
Emergency Contact Numbers and Medical Information73
Release Due to Illness /Injury.....73
Cell Phone Use in the School Health Office.....73
Administration of Medication74
Health Counseling74
Tobacco Use75
Students with Chronic Medical Condition Orders75
Care of the Student with Diabetes Type I.....75
Glucagon Administration.....75
Communicable Diseases76
Injuries/Accidents.....77
Crutches in School and Shop.....77
Immunizations77
Hepatitis A Vaccine.....78
Mandatory 9th Grade Physical Examination78
Vision, Hearing and Postural Screenings78
Medical Requirements for Participation in Interscholastic Sports Activities78
Pesticide Applications78
Safety79
Student Insurance79
Student Transportation Vehicle Rider’s Rules79
Fire Drills80

Section 11 – Organizations, Clubs and Extra Curricular Activities

Academic/Career Technical Education (CTE) Requirements for Eligibility to be a Student Council Officer,
SkillsUSA Officer or Class Officer82
Student Activity Program82
Academic/Career Technical Education (CTE) Requirements for Eligibility to Participate in Extracurricular
Activities82
Athletics Eligibility Requirement for Participation in Interscholastic Sports.....82
Cheerleading83
Medical Requirements for Participating in Interscholastic Sports Activities84
Participation in School Activities/Absence84
National Honor Society84
Rho Kappa National Social Studies Honor Society.....84
Parent/Faculty Organization84
Class Organizations84
SkillsUSA85
Student Council85
Proms.....85
Graduation and Senior Events Guidelines87
Yearbook Guidelines87

Section 12 - General Information

Age of Majority89
Work Based Learning89
Fundraising Activities.....89
Electronic Information Resources Access Agreement.....90
Electronic Communication90
Sharing of Students/Staff/Teachers Information Access Across E-Mail.....91
Field Trips92
Library Media Center92
Lockers92
Lost or Damaged Books and Materials.....92

<u>Military Service</u>	92
<u>Pledge of Allegiance</u>	92
<u>School Improvement Team</u>	93
<u>Sale of Items, Raffle Tickets</u>	93
<u>School Food and Nutrition Program</u>	93
<u>Free or Reduced Meal Application</u>	94
<u>Student Meal Charge Policy</u>	94
<u>Hard Hats, Work Boots and Safety Glasses</u>	94
<u>Transportation</u>	94
<u>Visitors</u>	94
<u>Volunteer Program</u>	94
<u>Working Papers</u>	95
<u>Gifts to Staff</u>	96
<u>Section 13 - PFO Sign-up/Acknowledgements/Agreements/Opt Outs</u>	
<u>Parent Contact Information</u>	98
<u>Acknowledgements/Agreements/Permissions</u>	99
<u>Opt Outs</u>	103

SECTION 1

Message to Parents



Family plays an integral role in the child's learning and therefore, is encouraged to be actively engaged in the partnership between school, families and community, all with the goal of increasing student achievement and developing positive attitudes about self and school.

A Message to Parents

The **Connecticut Technical Education and Career System (CTECS)** wishes to ensure the participation of parents in consistent, meaningful, two-way communication between schools, community and parent partners. Family plays an integral role in the child's learning and therefore, is encouraged to be actively engaged in the partnership between school, families and community, all with the goal of increasing student achievement and developing positive attitudes about self and school.

Parents/Guardians/ and students can access information from the district through the following methods:

District Website

All pertinent information about the district is located at <http://cttech.org>. The district website is full of information about curriculum, directories, handbooks and policies.

School-based Websites

Each school in our district has its own website which contains information specific to the school the student attends. The direct links for each school can be located off the district website at: <http://cttech.org>, on the right side of the window.

Many of the district's teaching staff also have their own website to post information relative to the courses being delivered. The links for the teacher websites are located at each school's website, from the middle section of the main page select "optional teacher website." When this list appears those teachers with hyperlinks have webpages containing information.

Each school website has a staff directory page located in the "About" section on the school's home page. By selecting this hyperlink you open a window which lists all staff members at each building which can be sorted. Below each person's name, their direct email address and phone numbers are listed.

Please note that Email from the **CTECS** email system and through the cthss.org email are both encrypted.

The Connecticut Technical Education and Career System (CTECS) utilizes technology to deliver instruction. We wanted to make sure you were aware of the ways in which we are protecting data collected and how it is used to enhance the learning experience. Please know that we are committed to protecting the education records of students.

Our school district has developed comprehensive policies to comply with federal and state privacy laws and regulations and is subject to strict penalties if information is misused or compromised. Our district and schools collect data including scores on tests and assignments, report card grades, student attendance, demographics, information on special needs, graduation and remediation rates, and disciplinary actions. This data is used to determine eligibility for services, help teachers and school leaders understand what is or is not helping children succeed, and to personalize instruction to improve student achievement. While

schools and school districts have always collected student data, the creation, storage and analysis of this information has increasingly moved to digital formats online.

As a result, we have a strict student data privacy policy in place that details the procedures and security mechanisms in place to protect student data. The policy also outlines restrictions on authorized users who are permitted to access student data. Access to personally identifiable data about your child is limited to those with a legitimate educational interest in their data, meaning that individuals within the district only have access to the data they need in order to do their job.

A copy of our data privacy policy can be found on the CTECS website. Student data will not be sold or shared for marketing or commercial purposes, and will only be used to improve how our students learn and succeed.

If you have any questions or concerns, you may visit <http://www.ctech.org> or contact Joseph Campbell at joe.campbell@ct.gov or 860-807-2116.

PowerSchool Parent Portal

The CTECS utilizes PowerSchool as our student information system. This system is equipped with a Parent/Student portal.

PowerSchool Parent Portal gives parents access to information including attendance, grades and detailed assignment descriptions, and school bulletins. Everyone stays connected: Students stay on top of assignments, parents are able to participate more fully in their student's progress, and teachers use their gradebook to make decisions on what information they want to share with parents and students. Current assignments are listed as well as attendance and discipline information. Under the Email Notification option parents/guardians can set up notification alerts for their student. These alerts are automated, however, at any time the parent can login to the parent portal for more detailed information. The school's main office will disseminate the usernames and passwords for the accounts. You access the Parent/Student portal at the following link: <https://ctecs.powerschool.com/public/>

Attendance/Tardy Information

The Connecticut Technical Education and Career System utilizes a notification system for attendance/tardy information, as well as regular communication. This system uses both phone and email notifications. Through the parent portal of PowerSchool you can enter/modify the phone number and email address these notifications are sent. This number/email is the one that is used for student absent or tardy messages, and other notifications sent out by the school (PFO meeting, Basketball games, event cancellation).

(Please be aware that this is also the number/email used during inclement weather times to notify you of school closing or early dismissals.)

The Connecticut Technical Education and Career System (CTECS) considers the **use of digital resources** central to the delivery of its educational program and expects that all students will use digital resources as an essential part of their learning experiences. It is the policy of the CTECS to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. With this privilege an extraordinary opportunity to explore resources come responsibilities for the parent and for the student. Parents and students who are receiving devices from the school will be asked to acknowledge receipt. A FAQ section is on the website @ <https://sites.google.com/a/cthss.org/cthssedtech/1-1/one-to-one-faq>. And the one-to-one Device Handbook and Acknowledgement Form is available @ <https://sites.google.com/a/cthss.org/cthssedtech/1-1/structure-and-process/one-to-one-policy-and-guidelines>.

Use of Cell Phones or Other Electronic Devices

Electronic devices have become an integral part of the educational process. As a technical school, the CTECS encourages their appropriate use in the classroom or other school settings, but may restrict the possession or use of such devices in order to promote learning and positive school climate.

Students who bring cellphones on campus are subject to rules regarding their use.

- Cell phone use is only allowed in the cafeteria, before and after school, between classes or with teacher permission;
- Chromebooks are issued to students to support learning and must not be used to access sites that are prohibited or filtered by our district filters;
- Students should not charge their personal cell phones or other personal devices at school; and
- Students are responsible for securing their electronic devices and keeping them in a safe place.

The general rule is that the use of personal devices must not disrupt the classroom or harm others.

Please note:

If a cell phone is misused it is considered to be contraband and subject to search and/or seizure. If a student is asked to surrender such device, failure to do so will be considered insubordination, with disciplinary consequences and possible loss of privilege to bring the cellphone to school.

Examples of misuse are:

- Posting or texting mean-spirited, threatening, or inappropriate texts during the school day or after school hours;
- Students recording teachers and students recording other students without notice and opportunity to object; and
- Sexting and the sending or receiving of nude photos of themselves or other students.

In most investigations involving multiple students, the students turn their phones off and place them in a visible place for the duration of the investigation. In this manner they cannot alert or communicate with other students.

When the school administration determines that a serious disruption to the educational process is occurring or is expected to occur, all electronic communications may be shut down including cell phone use. The safety plan for your school may include directions for teachers and students to set up 'cell phone parking lots' during lock down/secure school drills to improve bandwidth for first responders during crises.

Internet Abuse Prevention

Students sometimes post objectionable content on popular sites such as Facebook, Instagram, Twitter, YouTube and others. Such speech is not protected if it results in injury or harm to other students or disrupts the educational process. Disciplinary action can be taken if there is a violation of the Discipline Policy.

However, in many cases, it is more important to simply remove the offending content from the website. There is a process for doing so and school administrators are authorized to do so involving police intervention if necessary.

School-Family-Community Partnerships

The Connecticut Technical Education and Career System Family Engagement Program is a partnership between families, schools, students and community, all with the important goal of increasing student achievement. Partnerships can improve school programs and school climate, provide support for families, increase parents' skills and leadership, connect families with other families in the school and connect

families with others in the community. With frequent interactions and communication between schools, families and communities, our students will hear the same message, from all the partners, of the importance of school, of hard work and of contributing to the community. Our system encourages families to partner with the school through the Family Engagement Action Team. Participation does not require a parent or family member to be a member of the Parent/ Faculty Organization.

Parent/Faculty Organization (PFO)

We encourage parents to participate in the Parent Faculty Organization (PFO). Parents, teachers and administrators should always work together in the best interests of students. Research has shown that students whose parents are involved in their education do in fact perform better in school. Such students get better grades and test scores, more long term academic success and display more positive attitudes and behaviors.

School-Based Health Centers

The Connecticut Technical Education and Career System works with several different community health providers to offer School-Based Health Centers (SBHCs) in many of our schools. SBHCs provide services, such as, physical exams (sports exams and yearly physical exams), immunizations, preventative care, reproductive health care, sick care and more. Services provided vary from school to school. Some SBHCs also provide behavioral health care services (counseling) and dental services. Please contact the SBHC in your student's school for more information about available services.

Most SBHCs are staffed by an Advanced Practice Registered Nurse (APRN). SBHCs do not replace the care that your student receives from his/her regular health care provider and goes beyond the services that the school nurse and other school student support staff can provide. The SBHC staff will communicate with and coordinate your student's care with your student's regular health care provider. If your student does not have a regular health care provider, the SBHC can serve as your student's primary health care provider. SBHCs are linked to other health centers in the community where your student (and your family) can obtain services when school is not in session, if you choose.

Most insurance plans, including Husky, are accepted by SBHCs, and there is no co-pay at the time of the visit. You may enroll your student in the SBHC even if you don't have health insurance. Often, SBHCs can provide the care your student needs on-site, keeping your student in school and you at work. The APRN can often diagnose illness (such as strep throat, or pink eye) and start treatment right away. SBHCs keep students in school and learning.

If your student's school has a SBHC, enrollment information will be sent or mailed home from school. When you receive this information please review it as a family and consider signing your student up for the SBHC. Completion of the one-time enrollment form allows your student to use the SBHC the entire time he/she is in high school. Enrollment forms may also be obtained from the school nurse.

Please feel free to call the SBHC in your student's school for more information; the staff will be happy to speak with you.

Highly Communicable Disease Plan

Students and staff who appear to have an influenza-like illness or other highly communicable illness upon arrival to school or who become ill during the day will be promptly moved to an area in the health office where they are separated from other students and staff.

The CTECS's policy on Immunization and mandated health assessments is communicated to parents in this handbook and the school's website. See page 70 for additional information.

Insurance

Parents and guardians are urged to consider purchasing student insurance (see page 72).

CTECS has insurance that covers only athletic injuries, not PE injuries or other injuries that occur in school. The policy for athletics provides secondary or excess cost sports insurance coverage. The first level of insurance coverage that is accessed is the parent's insurance policy. If and when the actual costs incurred exceed the parent's policy limits, then the **CTECS** athletic insurance kicks in. A claim may be filed with Colonna when the primary insurance benefits have been exhausted.

CTECS is part of the State of Connecticut and as such, is protected by sovereign immunity. Sovereign immunity provides that the state cannot be sued for monetary damages. However, if someone wishes to file a claim for monetary damages against the **CTECS**, the claim must be made to the Office of the Claims Commissioner. To file a claim, directions and necessary forms may be obtained directly from that Office. The claimant may call (860) 566-2024; go to the website <http://portal.ct.gov/DAS/Office-of-Claims-Commissioner/State-of-Connecticut-Office-of-the-Claims-Commissioner>

Parental Complaints

If a parent and/or guardian has concerns regarding a staff member's treatment of his or her child, the parent should report it to the principal who will request a written statement from the parent/guardian. The statement should be signed and dated. The principal reviews the complaint to determine how to proceed with this information.

If a parent and/or guardian has expressed a concern regarding a staff member's treatment of his or her child that involves allegations of harassment, discrimination and/or retaliation, the Equity Coordinator may be contacted as well. A listing of Equity Coordinators and their contact information is available on page 17.

Recruitment

Connecticut Technical Education and Career System schools are required to allow access to military recruiters. In addition to access to campus, military recruiters have the right to request student directory information which includes students' names, addresses and telephone listings. Please note that schools must provide military recruiters the same access to school students as they provide to postsecondary institutions or to prospective employers. Students and parents can opt out of allowing their personal information to be passed on to military recruiters. (An opt-out form is on the last page.)

Parents on Active Duty

A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the local or regional board of education, additional excused absences to visit the student's parent or legal guardian relative to such leave or deployment of the parent or legal guardian. In the case of excused absences pursuant to this subsection, the student and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school from such period of excused absence.

Bullying

In order for teaching and learning to occur there must be a positive climate in which students are appreciative and accepting of individual differences and behave responsibly toward others. Students are encouraged to report acts of bullying to teachers and school administrators. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are required to notify school administrators in writing.

Administrators investigate any report filed. Prompt notice is given to the parents or guardians of the student alleged to have committed an act of bullying and the parents or guardians of the student against whom such alleged act or acts were directed that such investigation has commenced. When the investigation is

completed parents are invited to meet and discuss specific interventions undertaken by the school to prevent further acts of bullying. Report form found at:

<https://docs.google.com/document/d/1VnYdyadaAchMWJJ8vpcMpLxmydBGOo0tEVb5UaqhqLY/edit>

Equity Coordinator

Each school has a staff member(s) who is available to answer questions and receive complaints about civil rights violations, discrimination and harassment. The Equity Coordinator serves as Title VI, Title IX, Equity, and 504 Coordinator. The name and contact information for each school's Equity Coordinator is on the school's website and listed on page 17.

Any student, parent, visitor or other person may file a complaint of discrimination or harassment by following the CTECS' [Grievance Procedure located on the CTECS website](#).

SECTION 2

School Climate



All students, teachers, administrators, school nurses, support staff, maintenance, building and grounds officers, parents and all who enter our school must treat each other with respect.

Respect Includes:

Common courtesy

Using given or chosen names (not street names)

Real listening (*not just waiting to talk*)

Willingness to address rather than ignore, difficult issues

Capacity for empathy/compassion/caring

Treating others fairly and appropriately

Being honest, forthright and trustworthy

Understanding and accepting of differences

Recognizing that people are fallible

Learning to give honest apologies

School Climate

School climate means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

In order for teaching and learning to occur, there must be a positive climate in which students are appreciative and accepting of individual differences and behave responsibly toward others. The **Connecticut Technical Education and Career System** policies seek to afford students a safe and healthy learning environment by prohibiting misconduct and establishing a system for reporting and investigating allegations of misconduct.

In addition, posting or texting mean-spirited, threatening or inappropriate texts during the school day or after school hours may result in consequences for disruption of the educational process.

Students are encouraged to report bullying, discrimination or harassment to any faculty member or administrator and may request anonymity.

Students or other persons (e.g., parents or guardians) who believe that a student has been the subject of discrimination or harassment based on race, color, national origin, ancestry, religious creed, sex, age, marital status, sexual orientation, gender identity or expression, disability or any other basis prohibited by law are encouraged to promptly report any such alleged act or incident by using the **CTECS** Student Grievance Procedure, whether it occurs once or more than once. Under that procedure, the report does not have to be in writing.

Teachers, other school staff and **CTECS** employees who become aware of, witness acts of, or receive a student report relating to a student experiencing bullying, harassment or discrimination are required to promptly notify the school principal in writing.

Each school has a staff member(s) who serves as Title VI, Title IX, Equity, and/or 504 Coordinator. The Equity Coordinator is available for advice and is the person to see if there is a problem with bullying, discrimination or harassment. The Equity Coordinators for each school are:

School	Equity Coordinator Name	Title, Contact Information
Henry Abbott Tech 21 Hayestown Avenue Danbury, CT 06811	TBD	Dean of Students 203-797-4460
Bristol Tech 431 Minor Street Bristol, CT 06010	Scott Zito	Principal 860-584-8433 extension 301 Scott.Zito@ct.gov
Bullard-Havens Tech 500 Palisade Avenue Bridgeport, CT 06610	Tracy Ganino	Guidance Coordinator 203-579-6333 extension 6487 Tracy.Ganino@ct.gov
Howell Cheney Tech 791 West Middle Tpk. Manchester, CT 06040	James Cilfone	SAIL Coordinator 860-649-5396 extension 310 James.Cilfone@ct.gov
Harvard H. Ellis Tech 613 Upper Maple St. Danielson, CT 06239	Martha Rainey	Director of Counseling & Admissions 860-412-7500 extension 7570 Martha.Rainey@ct.gov
E. C. Goodwin Tech 735 Slater Road New Britain, CT 06053	Michael Parrott	Dean of Students 860-827-7736 extension 309 Elizabeth.Feldman@ct.gov

School	Equity Coordinator Name	Title, Contact Information
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Platt Tech 600 Orange Avenue Milford, CT 06461	Sandra Heller	Social Worker 203-783-5392 Sandra.Heller@ct.gov
A. I. Prince Tech 401 Flatbush Avenue Hartford, CT 06106	Deborah Freedman	School Psychologist 860-257-5046 Deborah.Freedman@ct.gov
A. I. Prince Tech 401 Flatbush Avenue Hartford, CT 06106	Lesli Stevens	Instructor, PE/Health/Life Skills 860-951-7112 extension 5656 Lesli.Stevens@ct.gov
Vinal Tech 60 Daniels Street Middletown, CT 06457	Mike Altenburger	Special Education Department Head 860-344-7100 extension 320 Mike.Altенburger@ct.gov
Eli Whitney Tech 100 Fairview Avenue Hamden, CT 06514	Krista-Ann Miller	Special Education Department Head 203-397-4031 extension 3703 krista-ann.miller@ct.gov
Eli Whitney Tech 100 Fairview Avenue Hamden, CT 06514	Johanna Rios-Roldan	School Psychologist 203-397-4031 Johanna.Rios-Roldan@ct.gov
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Oliver Wolcott Tech 75 Oliver Street Torrington, CT 06790	Danielle Quinlan	Instructor PE/Health 860-496-5300 extension 5341 Danielle.Quinlan@ct.gov
J. M. Wright Tech 120 Bridge Street Stamford, CT 06905	Mauricio Santa	Social Worker 203-674-5841 Mauricio.Santa@ct.gov

If a student wishes to use the CTECS Student Grievance Procedure for Alleged Discrimination and harassment or bullying then more information can be found at: <http://www.cttech.org/assets/uploads/files/Parents%20and%20Students/Handbook/GRIEVANCE%20Procedure-CTHSS.pdf>

Definitions:

Discrimination: Treating a student or group of students less favorably, or interfering with or preventing a student from enjoying the advantages, privileges or courses of study of a school, including in a production or work based learning site, because of that student's actual or perceived race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, gender identity or expression and/or disability (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws;

Harassment: Unwelcome comments or conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin, ethnicity, religious creed, sex, age, marital status, sexual orientation, gender identity or expression, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to unreasonably interfere with or limit a student's ability to participate in or benefit from the district's programs or activities or by creating a hostile, humiliating, intimidating, or offensive educational environment.

Harassment also means any unwelcome comment or conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin, ethnicity, religious creed, sex, age, marital status, sexual orientation, gender identity or expression or disability that does not involve severe, persistent or pervasive behavior, but if it persists, will likely create a hostile, humiliating, intimidating or offensive educational environment.

Retaliation: Threatening to or retaliating against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment or discrimination. Retaliation includes threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties. It also includes overt or covert acts of reprisal, interference, restraint, penalty, discrimination or harassment against an individual or group for exercising rights under the *CTECS Policy on Bullying* or the *Student Grievance Procedures for Alleged Discrimination and Harassment*.

Bullying: "Bullying" means

1. The repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another CTECS' student **or**
2. A physical act or gesture by one or more students repeatedly directed at another CTECS' student that:
 - A. Causes physical or emotional harm to such student or damage to such student's property,
 - B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
 - C. Creates a hostile environment at school for such student,
 - D. Infringes on the rights of such student at school, or
 - E. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

Mobile electronic device: means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

Electronic communication: means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

Disciplinary Sanctions for Bullying, Harassment, Discrimination and Retaliation

In addition to disciplinary sanctions described in the **CTECS** Discipline Policy (page 44) permissible disciplinary sanctions and corrective actions in response to Bullying, Discrimination, Harassment or Retaliation may include, but are not limited to one or more of the following:

1. A written warning;
2. Classroom or school transfer;
3. Short-term or long-term suspension;
4. Exclusion or expulsion;
5. Exclusion from participation in school-sponsored functions, after school programs and/or extracurricular activities;
6. Limiting or denying student access to a part or area of a school;
7. Parent conferences;
8. Adult supervision on school premises;
9. A voluntary apology to the victim; and
10. Awareness training (to help student perpetrators understand the impact of their behavior).

Protection Against Retaliation

The **CTECS** will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of bullying, discrimination or harassment. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including long-term suspension, exclusion or expulsion.

False Charges

Any student who knowingly makes false charges or brings a malicious complaint may be subject to any of the disciplinary and/or corrective action(s) detailed above.

SECTION 3

Attendance



ATTEND TODAY, ACHIEVE TOMORROW

DON'T LET ABSENCES ADD UP

Attendance: Truancy, Course Credit and Chronic Absenteeism

Student attendance is monitored by each school for three separate purposes. First, parents and guardians have an obligation under state law to ensure that children attend school. As part of that obligation, CTECS monitors student attendance to address truancy. A student is considered truant if there are four (4) unexcused absences in one month, or ten (10) unexcused absences in a school year. The school will meet with parents and guardians of students who are identified as being truant in order to evaluate the cause of the frequent absences and coordinate interventions. Second, attendance is a course requirement and an excessive number of unexcused absences may result in a loss of course credit. Finally, whether absences are deemed excused or unexcused, the loss of instructional time can have a negative cumulative effect on student and school performance. Therefore, each school reviews student attendance data to address chronic absenteeism of both individual students as well as the whole school. A student who is absent for any reason for ten percent of the total number of days in the school year (18 days) is considered to be “chronically absent.”

Definitions

A student is considered to be “**in attendance**” if present at his/her assigned school or at a school sponsored activity for at least half of the regular school day.

“**Written documentation**” for excused absences includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or a licensed medical professional. Documentation should explain the reason for and length of the absence.

Excused Absences

A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within **ten 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; and
- B. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
 1. Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of 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. Mandated court appearances (additional documentation required);
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
 6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

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 (including documentation requirements); or
- B. The absence meets the definition of a disciplinary absence.

Disciplinary Absences

Absences that are the result of school or district disciplinary action are excluded from these definitions. In other words, absences due to out-of-school suspension and expulsion are neither excused nor unexcused absences, but are designated as disciplinary absences.

Attendance and Truancy

If a student has four unexcused absences in a month or ten unexcused absences in a year, the school will hold a meeting with the parent or person having control of the student no later than ten days after the qualifying absence. At the meeting, school personnel will review and evaluate the reasons for the student's absences, make appropriate referrals (including referral for special education) and coordinate interventions.

Attendance as a Credit Requirement

Regular attendance by students is a critical aspect of the educational process. Without daily classroom attendance, a student does not receive the benefits of personal interaction with his/her teacher and other students. Ideas are often exchanged which enrich the learning experiences, and research indicates that the mere makeup of assignments and time cannot substitute for actual physical presence and involvement in the classroom.

Furthermore, in order to prepare students for the actual world of work, the **Connecticut Technical Education and Career School** expects from its students what employers will expect, and thus provides a smooth transition from school to work. The **Connecticut Technical Education and Career System's** attendance policy is designed to develop in students a sense of responsibility and cooperation.

The educational objectives to be achieved by an attendance policy are as follows:

1. Increase attendance;
2. Increase punctuality;
3. Improve scholastic performance;
4. Develop an attitude of cooperation and responsibility in the student;
5. Place the responsibility of attendance and punctuality on the students and parents;
6. Develop work habits that are beneficial to future employment; and
7. Develop an awareness of the importance of attendance on the part of both students and parents.

Attendance Credit

Students must be present in school for the time equivalent of a shortened school day to receive credit for attendance on that day. A shortened school day is one half or more of the scheduled school day.

Excused Absences for Course Credit

For the purposes of course credit, excused absences also include the following:

1. Participation in school-approved activities with prior permission of the Principal;
2. Medical reasons for student's immediate family which are verified by a licensed medical professional (physician, APRN/PA or school nurse);
3. In school and out of school suspensions;
4. Failure of sending town or parent to provide transportation; and
5. A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and additional excused absences to visit the student's parent or legal guardian relative to such leave or deployment of the parent or legal guardian. In the case of excused

absences pursuant to this subsection, the student and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school from such period of excused absence.

Documentation for excused absence(s) for course credit must be provided within 30 days.

In order to earn credit for the year, a student may have no more than a total of ten unexcused absences. Denial of course credit is not determined by individual teachers.

Notification of Unexcused Absence from School

After 5 days of unexcused absences, a letter shall be sent to the parent/guardian by the attendance officer informing them of the status of the student.

(Note: In courses which meet fewer than major courses, only one warning may occur before credit denial.)

At the 9th day of unexcused absence, a letter shall be sent to the parent/guardian informing him/her that denial of credit for the year will occur if there is one additional unexcused absence during the rest of the school year. A parent conference will be scheduled to create a plan of action.

If 10 days of unexcused absences are reached, a letter shall be sent to the parent indicating that credit denial for the year has occurred and that there is a procedure which can be followed if they wish to appeal the denial of credit. This notice shall be sent by mail with a return receipt requested, or in lieu of a return receipt, verification can be made via telephone contact.

Review Process

1. A written request for review may be made by the student or a parent/guardian within ten (10) school days following the receipt of a notification of credit denial;
2. When a student requests a review of credit denial, the principal will identify three (3) or five (5) impartial faculty members to review the credit denial. They will be designated as the appeal board. Impartial is defined as no current instructional responsibility to the student;
3. A chairperson will be designated and a meeting date will be scheduled within ten (10) school days following the receipt of the request for appeal;
4. Student and parent/guardian (or if 18 or older, the student) must be present at the meeting in order for an appeal to be considered. The guidance counselor must also be present;
5. The appeal board shall recommend to the principal the action to be taken regarding the appeal;
6. The results of an appeal board meeting shall be made available to the person instituting an appeal within five (5) school days following the meeting; and
7. The principal shall review the recommendation of the appeals board, make a decision and take necessary action.

Tardiness

Tardiness cannot be accumulated and utilized as the basis for denial of credit, nor can it be utilized for reduction of grade.

The attendance policy treats absence in terms of its effect on academic and skill progress, HOWEVER, tardiness is regarded as a disciplinary problem, subject to either classroom or administrative penalties.

Habitual tardiness should be seen as a correctable behavior problem requiring counseling and parental conferences.

Early Dismissal

Students have daily assignments and commitments that are an essential part of the school's total educational program.

Parents are asked to schedule medical, dental, and other appointments after school hours. When it is absolutely necessary for a student to be excused, the parent must send a note to explain the reason for dismissal. Early dismissal for medical or dental appointments should be accompanied with an appointment card.

Any request for early dismissal must be presented to the assistant principal. Early dismissal requests may be denied if not in the educational interest of the student, even if the student has reached the age of 18 years.

Attendance and Chronic Absenteeism

Absence: Any excused absence, unexcused absence or disciplinary absence.

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten per cent of the total number of days that such student has been enrolled at such school during such school year.

District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

If a CTHSS school has a chronic absenteeism rate of fifteen percent or higher, an attendance review team is identified. The Student Assistance Team (SAT) will serve as the attendance review team and will be responsible for reviewing attendance issues on a periodic basis.

The SAT team will:

- a. Identify absenteeism rates;
- b. Determine if the absentee rate exceeds 10%;
- c. Identify the appropriate interventions/community resources for student intervention;
- d. Determine the need for referral to Special Education for assessment;
- e. Continue to follow up on the progress of students who have been identified;
- f. Consider School Wide interventions to assure student attendance;
- g. Maintain records of recommendations; and
- h. Make and receive referrals.

SECTION 4

Promotion and Graduation Requirements



Promotion and Graduation Requirements

CTECS students must meet requirements in the following areas in order to earn a CTECS high school diploma: attendance, credits, courses, a senior summative assessment and Basic Skills requirements.

For students graduating in 2020, 2021 and 2022:

Credit Requirements for Graduation

Twenty-nine credits (29) are required for graduation and **must** include courses from the following content areas:

Career Technical Education (CTE) Program

CTE Exploratory Program – Grade 9*	3 credits
CTE Program – Grade 10	3 credits
CTE Program – Grade 11	3 credits
CTE Program – Grade 12	3 credits

Academics

English	4 credits
Social Studies (includes Civics)	3 credits
Mathematics	3 credits
Science	3 credits

Other Requirements

Physical Education	1 credit
Health Education*	1 credit
Electives	2 credits

A student must submit and meet criteria for a portfolio in their senior year. A senior portfolio is a requirement for graduation.

For students graduating in 2023 and after:

Credit Requirements for Graduation

Thirty-one credits (31) are required for graduation and **must** include courses from the following content areas:

Career Technical Education (CTE) Program

CTE Exploratory Program – Grade 9*	3 credits
CTE Program – Grade 10	3 credits
CTE Program – Grade 11	3 credits
CTE Program – Grade 12	3 credits

Academics

Humanities	9 credits
English (4 credits)	
Social Studies (includes Civics) (3 credits)	
Arts, music, other electives in English or Social Studies (2 credits)	
Science, Technology, Engineering, Mathematics	9 credits
Mathematics (Minimum of 3 credits)	
Science (Minimum of 3 credits)	
CTE Program (3 credits) (These credits also count toward CTE requirements above)	

Other Requirements

Physical Education and Wellness	1 credit
Health and Safety Education*	1 credit
World Language	1 credit
Mastery-based diploma assessment/ senior portfolio	1 credit

*A student who transfers mid-year 9th grade or enters in 10th grade may be eligible for exemption from all or a portion of the Exploratory Program and Health Education credit requirement.

Promotion Requirements

- To achieve 10th grade status a student must earn 7.0 credits.
- To achieve 11th grade status a student must earn 14.5 credits and receive a 60 or higher in the CTE Program. A student cannot be promoted to the next grade level with a failure in the CTE Program.
- To achieve 12th grade status a student must earn 22.5 credits and receive a 60 or higher in the CTE Program. A student cannot be promoted to the next grade level with a failure in the CTE Program.
- 12th grade students must earn a minimum of 6.5 credits including 3 credits in the CTE Program -Grade 12, must participate in a senior summative assessment in the CTE Program and meet Basic Skills for Graduation requirements.

Successful completion of the **CTECS** CTE and academic courses is necessary each year to ensure that a student has the credits required for graduation. If students do not meet the minimum credit requirement as they move from grade to grade, they will have difficulty completing the **CTECS** program. In addition, a student must meet established courses prerequisites e.g. successful completion of Algebra I is a requirement for Algebra II.

If a student does not meet the minimum credit requirements for promotion, the student will need to make-up the deficiency through:

- Summer school, where available.
- **CTECS** approved correspondence and online credit recovery courses.
- Repeat the grade, space permitting, after administrative review.
- Exit and enroll in their local district.
- See exception below regarding math:

Please Note Exception: Across the district a Mastery-based Learning Model for Mathematics is being implemented and “phased-in.” Part of this model gives students opportunities to “master” the content of a course and this may require them to need more than one year to achieve this mastery. In cases when students do not complete a math course for credit under the Mastery-based Learning Model, s/he will not be “penalized” if this is the only course preventing the students from promotion from one grade to the next. Schools may collaborate with the Math Consultant to make a decision that is not only fair to students, but in their best interest. Credit recovery is not an option for students enrolled in a Mastery-Based Learning Math course. If a student attends an outside facility to learn the needed math, the student still needs to pass all of our district’s assessments.

On-line coursework for credit

CTECS may grant credit toward meeting graduation requirements upon the successful completion of on-line coursework based upon the following guidelines:

1. The workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting;
2. The content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs;
4. The program of instruction for such on-line coursework is planned, ongoing and systematic, and
5. The courses are (a) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (b) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited.

Basic Skills Requirement for Graduation District Performance Standards

Language Arts

Performance Standard

Students will demonstrate the ability to read a piece of literature and respond critically in writing; read and interpret information; and write using standard English conventions.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to demonstrate their performance relative to the Language Arts performance standard. Students satisfy the district performance standards for the basic skills in language arts if they have:

1. Achieved a score of 430 or higher on the Evidence-Based Reading and Writing section of the Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test (PSAT/NMSQT); or
2. Achieved a score of 480 or higher on the Evidence-Based Reading and Writing section of the Scholastic Assessment Test (SAT); or
3. Passed English 11, English 12 or full credit English elective course with a 70 or higher; or
4. Passed the basic skills assessment in English with a 70 or higher in 11th or 12th grade.

Mathematics

Performance Standard

Students shall demonstrate the ability to solve multiple mathematic problems that require demonstration of basic math operations including fractions, decimals and percentages and the use of algebraic equations; and explain in writing how they arrived at each answer.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to complete the mathematics performance standard. Students satisfy the district performance standards for basic skills in mathematics if they have:

1. Achieved a score of 430 or higher on the mathematics section of the Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test (PSAT/NMSQT); or
2. Achieved a score of 430 or higher on the mathematics section of the Scholastic Assessment Test (SAT), or
3. Earned a third or fourth full credit of math with a final grade of 70 or above; or
4. Passed all four parts of the basics skills assessment in mathematics with a 70 or higher in 11th or 12th grade.

Science

Performance Standard

Students shall demonstrate the ability to use scientific inquiry skills to explore world life problems using the content of biology, physics, chemistry and earth science; evaluate the information for validity and reliability; and use that information to support a position on a contemporary scientific issue.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to complete the performance standard. Students satisfy the district performance standards for basic skills in science if they have:

1. Achieved a score of proficiency on the NGSS Science Assessment (students graduating in 2020 and beyond), or
2. Passed any science elective course in grades 11 or 12 with a 70 or higher; or
3. Earned a grade of 70 or higher on a science basic skills assessment in 12th grade.

Career Technical Education (CTE)

Performance Standard

Students shall demonstrate the set of skills and competencies required to enter the career and technical field, be accepted in apprenticeships or pursue post-secondary technical studies as evidenced by their CTE portfolio.

Options

Students have multiple opportunities over the course of their junior and senior year to complete a CTE portfolio outlined in the Student Success Plan. The CTE portfolio includes a skills checklist, resume, academic and CTE accomplishment, certifications, credentials, awards, written responses and reflections.

Language Arts Labs Grades Nine and Ten

The Language Arts and Math labs will give students a grade independent of the English grade. Students taking the Language Arts Lab will credit value as follows:

- .25 credit = 2 periods
- .50 credit = 3 periods
- .75 credit = 5 periods

The grades earned in the labs will count toward a student's GPA and honor roll. (If a student does not attain a 70 or better in the lab, then they are excluded from the honor roll.)

Guidelines for Participation in Graduation Exercises

A student must meet the requirement for graduation in order to earn a **CTECS** Career Technical and Academic diploma and participate and “walk” in a Connecticut Technical Education and Career System school graduation ceremony.

An exception may be made in special circumstances such as:

- a. A mistake has been made regarding credit distribution or promotion requirements;
- b. The student and parent/guardians have not been notified in a timely manner of deficiencies in graduation requirements.

A decision relative to relative to special circumstances and the granting of an exception is the responsibility of the principal in consultation with the Superintendent.

A student granted an exception should be afforded the right to full participation in the graduation ceremony with the graduating class.

Dual Enrollment

Advanced Placement Courses

Advanced Placement (AP) consists of courses that are highly related to the academic demands of most four-year colleges. Such courses require in-depth study, independent reading and research, and/or preparation of comprehensive papers and reports. Students enrolled in these courses will be required to take the appropriate Advanced Placement Examination as part of their course requirements. The examination fee will be free to any student maintaining a course average of 80 or higher.

University of Connecticut Early College Experience (UConn ECE)

UConn ECE provides students the opportunity to take university courses while still in high school. These challenging courses allow students to complete college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree. ECE students must successfully complete the courses with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities. Students are charged a nominal per credit fee. The fee is waived for students who qualify for free and reduced lunch. For additional information visit: www.ece.uconn.edu.

College Career Pathways

The College Career Pathways (CCP) program is a course of study designed to encourage and prepare Connecticut Technical Education and Career (CTEC) students to pursue an associate or baccalaureate degree in their chosen career pathway. Through a planned sequence of academic and career technical education (CTE) courses, College Career Pathways prepares students for the advanced courses required by two-year and four-year colleges. Students formally enroll in a community college and register for articulated academic and career pathway courses. Students have the opportunity to earn up to fourteen college credits in a non-duplicative sequence of coursework.

Note: Dual Enrollment courses are not offered in every school location. See the Program of Studies for courses and descriptions. Please contact your school counseling department for student support and guidance in preparing students for participating in dual enrollment programs.

Class Rank

Ranking of students attending a Connecticut Technical Education and Career System is in the process of determining the relative academic standing of students within a class. Class rank is cumulative and is computed yearly using the database stored in the Data Management System.

The **Connecticut Technical Education and Career System** weights Advanced Placement (AP) AND UCONN ECE courses when calculating class rank by multiplying the AP/UCONN ECE course grade by a factor of 1.3. Honor courses are weighed by a factor of 1.15. Class rank will be determined in the following manner:

The sum of course credits multiplied by grades received is divided by the total number of credits attempted. Advanced Placement/UCONN ECE courses grades are multiplied by a weighted factor of 1.3, then multiplied by course credit, and divided by total credits attempted. Honor course grades are multiplied by a weighted factor of 1.15, then multiplied by course credit and divided total credits attempted.

Homebound Instruction - Alternative Education Program (AEP)

An Alternative Education Program (AEP) – Homebound Instruction is provided to students enrolled in grades nine through twelve when a student’s condition will cause an absence of at least ten (10) consecutive school days, or when it is known in advance that the absence will exceed that time. To obtain this service, the student’s parent/guardian should call the school and provide the necessary written documentation.

Homework Policy

Homework assignments are an integral part of student learning in both academic and career technical education (CTE) programs. Assignments should be appropriate in amount and degree of difficulty for the student’s age, grade level, and ability. Homework assignments shall be used in course lesson planning, course objectives, and made available to students and parents. The purpose of a specific homework assignment is to strengthen basic skills, reinforce classroom and CTE learning, stimulate further interests, increase independent study skills, develop initiative, responsibility, and self-direction, stimulate worthwhile use of leisure time, and acquaint parents with the work students do in school.

1. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home;
2. Homework should be an extension of the classroom or CTE lesson, be clearly understood by students, be well planned and meaningful. Homework should grow from classroom or CTE problems, projects, and concerns, and may vary in amount depending on the instructional material presented on a given day;
3. Homework shall be evaluated, corrected, and count for course credit. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. All homework assigned will be reflected in the student's grade, up to a maximum of 10%;
4. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion;
5. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate in writing, in a timely fashion, within two weeks, with parents/guardians concerning the problem;
6. Homework should not cause undue hardship on students. The student's age and out-of-school responsibilities must be considered when deciding upon length of any assignment;
7. The student must bear responsibility for managing his/her time in a way that homework can be completed and be submitted on time;
8. Assignments requiring research outside of the classroom or career technical education area and written reports are encouraged; and
9. Assignments should make use of a variety of skills.

Honors: Placement Criteria for Honors and Advanced Placement¹ Academic Courses

Honors and advanced placement¹ courses provide students with more challenging and rigorous learning experiences. For this reason, careful consideration is given to the placement of a student into an honors or advanced placement course. Student placement into an honors level course for each academic area is based on the academic criteria provided below.

English

The course materials in an English honors/advanced placement course is more rigorous in the following areas: text selection; length of reading assignments; writing assignment prompts; assessment types. For this reason, students in an honors/advanced placement course will be expected to do the following:

- Comprehend complex grade-level texts independently;
- Contribute thoughtful grade-level commentary to classroom discussion;
- Write to grade-level expectations, with attention to organization, detailed content, precise analysis, and writing conventions;
- Understand the fundamentals of the research process and execute research with minimal support from teacher; and
- Create and conduct presentations for classmates and take a lead role in classroom discussions.

Students seeking admission into an English honors/advanced placement course should meet at least 2 of the 3 following criteria:

1. **Reading on Grade Level:** Students seeking to take an English honors/advanced placement course should be reading on the same grade level of the course they are seeking entry into as demonstrated by the STAR Reading Diagnostic Test. (Example: Students seeking entry to English II Honors, should be reading on a 10th grade reading level at the time of scheduling the course).
2. **Current grade in English course:**
 - a. If student is currently in an English honors course, he/she should have an earned 85% average at the time of scheduling.
 - b. If student is currently in a core level English course, he/she should have an earned 90% at the time of scheduling.¹
3. **Teacher Recommendation:** When recommending students, teachers should take into consideration the above bulleted items.

¹ The term “advanced placement” as used in this document includes UCONN Early Experience courses, Community College Career Pathways Courses and College Board AP Courses. There may be additional requirements for UCONN, community college and AP courses as requested by the credit granting institutions.

Math

Students who are looking to attend highly competitive colleges should consider honors level math course work. Honors math courses differ from the core curriculum both in the number of topics assessed and the complexity or depth to which topics are expected to be learned. To that end, the number of topics in a typical honors level math course is twice as many as those in core courses. Additionally, the assessment item types in an honors math course are more complex and difficult.

Student performance determines placement in an honors level math course. Incoming 9th grade students are pre-assessed using the ALEKS program. If they show mastery in 100 or more topics, they can be considered for honors.

The hyperlink document [*Pathways for Meeting Graduation Requirements*](#) outlines in great detail the necessary pre-requisite performances a student must achieve to remain in an honors math class. The chart below illustrates four possible pathways for meeting the graduation requirement and readiness for career and college.

Minimum for Graduation	Career Pathway	College-preparation Pathway	More Competitive College-preparation
3 Credits	3 or 4-Credits	4 or more Credits	4 or more Credits
Pre-Algebra	Algebra I	Algebra I	Honors Algebra I
Algebra I*	Algebra II	Algebra II	Honors Algebra II
Geometry*		Geometry	Honors Geometry
<u>One of the following math electives</u> <ul style="list-style-type: none"> • Business Math with Algebra • Math Application I 	<u>One of the following math electives</u> <ul style="list-style-type: none"> • Geometry • Statistics • Trigonometry 	<u>One of the following math electives</u> <ul style="list-style-type: none"> • Advanced Algebra • Statistics • Trigonometry 	<u>One of the following math electives</u> <ul style="list-style-type: none"> • Honors Pre-Calculus • Honors Statistics • Honors Trigonometry
<i>Note: Students who follow the minimum graduation pathway must take Algebra I and Geometry as part of their three credits towards graduation.</i>			

Additionally, with the implementation and expiration of the Mastery-Based Learning Model for Mathematics, flexibility is part of the design. Simply put, students on every grade level can easily move from core to honors by showing effort and achievement as measured by performance on assessments within each course (see hyperlink to [*Pathways for Meeting Graduation Requirements*](#) for further details).

It should be noted that performance rates to earn credit in Math are set at 70% for Core Course and 80% for Honors courses.

Science

Grade 9 Honors General Science: Students entering Grade 9 Honors General Science should have experience in Algebra I, or (where applicable) performed high level in an ALEKS pretest in Algebra I, and received an 85 or higher in grade 8 science.

Grade 8 students arriving to us may have little academic experience in science. The mathematical component and advanced science terminologies in an honors program may be challenging. Thus, performance in math is the criteria used when determining placement into Honors General Science.

Grade 10 Honors Biology 1 (or Honors Life Science): Successful completion of Algebra 1 and a grade of A or B in Honors General Science 9.

Grade 11 or Grade 12 Honors Physics/UCONN ECE: Successful completion of Algebra 2 with a grade of 85 or higher and a grade of 85 or higher in the science course taken in the previous year.

Grade 11 or 12 Honors Chemistry: Successful completion of Algebra 2 with a grade of 85 or higher and a grade of 85 or higher in the science course taken in the previous year.

Social Studies

The course materials in a social studies honors/advanced placement course is more rigorous in the following areas: text selection; length of reading assignments; writing assignment prompts; assessment types. For this reason, students in an honors/advanced placement course will be expected to do the following:

- Comprehend complex grade-level texts independently;
- Contribute thoughtful grade-level commentary to classroom discussion;
- Write to grade-level expectations, with attention to organization, detailed content, precise analysis, and writing conventions;
- Understand the fundamentals of the research process and execute research with minimal support from teacher; and
- Create and conduct presentations for classmates and take a lead role in classroom discussions.

Students seeking admission into a social studies honors/advanced placement course should meet at least 2 of the 3 following criteria:

1. Reading on Grade Level: Students seeking to take a social studies honors/advanced placement course should be reading on the same grade level as the course they are seeking entry into as demonstrated by the STAR Reading Diagnostic Test. (Example: Students seeking entry to American Government/ Civics Honors (10th), should be reading on a 10th grade reading level at the time of scheduling the course.)
2. Current grade in social studies course:
 - a. If student is currently in a social studies honors course, he/she should have an earned 85% or higher at the time of scheduling.
 - b. If student is currently in a core level social studies course, he/she should have an earned 90% or higher at the time of scheduling.
3. Teacher Recommendation: When recommending students, teachers should take into consideration the above bulleted items.

Honor Roll

An Honor Roll is published at the end of each marking period. An 80 grade point average or better in a given term will place a student on the honor roll, provided that there is no grade lower than 70 in any course. An incomplete grade eliminates a student from consideration until the grade has been completed. A grade point average of 90 or better will place the student on the high honor roll. Multiplying student grades by course credit value and dividing the sum of products by the total number of credits calculate the grade point average.

Incomplete Grades

A grade of incomplete will be given when a student has an extended absence or an absence near the end of the marking period. Make-up work should be started immediately to secure credit for the marking period.

Make-Up Work

Students who have been absent from school should complete work missed as soon as possible. Students will be allowed to make up work missed as a result of any absences from class. Generally, for each day's absence, two days may be allowed for make-up work. In the case of pre-announced tests or major assignments, it is the teacher's prerogative to determine an acceptable make-up day. The responsibility of initiating make-up work rests with the student.

Additional Academic Support

Students who need to make-up credit may do so through a variety of options. Students must make arrangements to see their school counselor to receive information about credit make-up and to register for the appropriate courses.

Transfer/Withdrawal from School

When a student transfers to another school or when a student withdraws from school, the student must contact the school counseling office to obtain a transfer/withdrawal form that must be signed by all the student's teachers, the librarian, the school nurse, and the student's counselor. An exit interview form will be completed by the student and the student's counselor indicating the reasons for withdrawal. The exit interview form must be signed by the student, the student's counselor and the student's parent/guardian.

Transfer between Connecticut Technical Education and Career System

Transfer of currently enrolled students from one **Connecticut Technical Education and Career System** to another in the same career pathway program area is automatic, regardless of the career pathway availability, if the student is in good standing and there is a change of legal residence.

A change of legal residence means that the student has moved from one feeder district to another.

If the receiving school does not provide the same career pathway program, the receiving school will make efforts to place the student in the career pathway of his/her choice or will place the student in a career pathway where there is most transferability of skills already developed. The scheduling of additional instructional time may be necessary to complete career pathway requirements.

Transfer for currently enrolled students who have not changed their residence is possible if:

1. Space is available in the career pathway;
2. Transfer can be implemented prior to October 1 of the current year; and
3. Principals of both schools are in agreement.

The Superintendent may transfer students between Connecticut Technical Education and Career System schools at any time if appropriate reasons are provided.

SECTION 5

Assessment and Testing



Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®)

The PSAT/ NMSQT® is administered in both Grade 10 and 11. The PSAT/ NMSQT® measures the reading, writing, language, and math skills needed for college and career readiness. A personalized online SAT study plan, tailored to individual strengths and weaknesses, is available through Khan Academy. Students will receive practice questions and feedback on their progress. In addition to the online study plan, students may enter the National Merit Scholarship Program with 11th grade PSAT scores.

Scholastic Assessment Test (SAT)

The SAT is administered in Grade 11. The Connecticut State Board of Education adopted the SAT as the annual state assessment in Connecticut. All students in Connecticut must be tested once in high school for English language arts/ literacy and mathematics using the same assessment for all students. This is a requirement of federal and state law. The SAT assesses the critical thinking skills students need for college and career readiness. Students will be able to use their SAT scores for college admissions.

The Next Generation Science Standards (NGSS) Assessment – Science

The NGSS was adopted by the State Department of Education and began last year. The Next Generation Science Standards (NGSS) places emphasis on critical thinking, investigations of natural phenomena and real-world problems. All 11th graders enrolled in a public school must participate in the NGSS assessment. Achieving a proficient score will fulfill the graduation requirement in Science for all students' graduating in 2020 and beyond.

Connecticut Physical Fitness Assessment

The Connecticut Physical Fitness Assessment (CPFA) is a statewide assessment of fitness administered in Grades 4, 6, 8 and 10. Section 10-220(c) of the Connecticut General Statutes required that student physical fitness performance be reported as part of the district's Strategic School Profile. The CPFA is administered annually in September.

The purposes of the CPFA assessment are to:

- provide for continual monitoring of students' fitness levels in targeted grades;
- provide additional test achievement information about students, schools, and districts;
- provide earlier identification of students not meeting a fitness standard; and
- improve instruction as a result of test analysis.

All students in Grade 10 participating in physical education must be tested. Students with physical disabilities or medical conditions, whose participation in the test items would be contraindicated because of their health, and who have a medical exemption on file in the school and/or limited activities through an Individual Education Plan (IEP) or a 504 Plan may be exempt from participating in part or all of the CPFA.

Language Assessment Scales - (LAS Links)

The Linguistic Standard selected for Connecticut is measured by the Language Assessment Scales or LAS Links Assessment. The LAS Links, Reading, Writing, Listening and Speaking assessments, will be administered annually to all identified English Learner (EL) students in Grades 9 through 12. The state standard for achievement on the LAS Links Assessment is a score of 4 or higher on the reading and writing subtests as well as an "Overall" score of Level 4 or higher. In order for students to exit the EL Program, the student must reach the state mandated exit requirements as described below:

LAS Links Scores

Overall Level 4 or 5
and
Reading Score 4 or higher
and
Writing Score 4 or higher

Senior Summative Technology Assessment Participation Policy

The Senior Summative Technology Assessment provides important feedback to students and employers regarding the level of competence, and performance skills, attained by the student in their career pathway program. It also provides guidance for necessary adjustments and alignment of the career pathway program curriculum and required changes in instructional equipment and supplies.

Since the career pathway assessment has value for all participants, the Senior Summative Technology Assessment is a required component of the completion requirement for grade 12 students in many Career Cluster programs.

If the student is absent for the Senior Summative Technology Assessment, the grade 12 CTE teacher will administer an alternate written assessment that would be designed by the career pathway steering committee and the CTE consultant for that Career Cluster program. The alternate assessment will be scored using the scoring rubric developed by the career pathway steering committee.

SECTION 6

Student Assistance



Faculty Assistance

Members of the faculty are available after school hours to assist students who need extra help or for make-up work. The student is responsible for contacting teachers and scheduling a meeting in regard to all make-up work.

Students with Disabilities

Students with disabilities may be entitled to receive services or accommodations to help them in the school environment. CTECS' technical high schools are obligated to identify and evaluate students with disabilities who may be in need of special education and related services. Parents/guardians who have reason to suspect that a disability is affecting their child's ability to learn or make progress in the general curriculum may request assistance by contacting their child's guidance counselor, teacher or school administrator. For more information about special education and accommodations for students with disabilities, please visit the district's website.

School Counseling

Professionally qualified members of the school staff render counseling services. The responsibilities of the school counselors include helping the student function more successfully within the school environment.

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

Education and career planning guidance is available along with information to develop a plan for the student's future. This may include a long-range plan of studies for grades 9-12 and career cluster/career pathway selection in keeping with the student's career interests and special skills or talents. Parent's notification and involvement will be solicited.

All counselors adhere to confidentiality. This applies to the information gathered from student discussions as well as to student records. This confidentiality will be maintained unless the counselee's condition indicates a clear and imminent danger to the counselee or others.

When a student is transgender and has a preferred name (but, has not legally changed his/her name), all school documents and PowerSchool/PowerTeacher will have the preferred name. The only place the student's legal name is retained is on a confidential page in PowerSchool that can only be viewed by administration used for state reporting purposes.

Health Counseling

The school nurse provides health counseling on a routine basis during normal health center hours of operation.

When a parent/guardian has a concern about the student's health, they are encouraged to discuss it with the school nurse.

Student Assistance Team

The Student Assistance Team (SAT) is a school based approach to dealing with the under achievement and problem behaviors of troubled youth. The program is based on three convictions: 1) students who are worried about personal problems will not effectively learn, even in the best taught classes, 2) schools are

often the first system to observe the warning signs of troubled youth and 3) given their vested interest in student welfare, schools provide a logical setting in which to provide help to these students.

The Student Assistance Team will respond to self-referrals or to referrals from staff, parents, and student's friends or outside agencies. They will assess the nature and extent of the problem, follow-up to student and staff. This team will be composed of an administrator, pupil service staff and teachers.

The SAT also deals with school improvement issues, special education referrals, crisis intervention issues, attendance issues, as well as, emotional health, mental health, illness and chronic health issues that affect learning. A listing of SAT members, meeting times, and goals is published and distributed periodically. SAT members are always available to receive input on student related concerns.

Homeless Education

Federal legislation requires schools to remove barriers to the enrollment and retention in school of children and youth experiencing homelessness. Such students have the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is actually living. Such students also have a right to several services including transportation and lunch. Each school has a person responsible for service to homeless students.

Student Support

Through regular review of student assessment and performance data individual students may be identified for an increased level of support in accordance with Connecticut's Scientific Research Based Intervention (SRBI) framework. This support may include:

- Identification of specific research based interventions to be implemented within the student's regular classroom or study hall;
- Referral to the Student Assistance Team (SAT) for development of an intervention plan;
- Requirement of the student to participate in an after school program until deficiencies are eliminated;
- Additional targeted instruction through the Language Arts Literacy Lab;
- Additional targeted instruction through the Foundations in Mathematics course; and
- Counseling with identified support staff.

The student's counselor will ensure that parents are aware of their child's need for support and progress. Documentation of interventions will be maintained in the student's guidance file. Additional information on Connecticut's SRBI framework may be found at: https://portal.ct.gov/-/media/SDE/SRBI/Family_guide_to_SRBI.pdf?

Student Success Plan

All students will have an individual Student Success Plan that addresses the academic, career and social/emotional/ physical development throughout their high school years. The Student Success Plan will be monitored by the school counseling staff to ensure students' are making adequate yearly progress.

Sexual Abuse and Assault Prevention and Awareness Program

CTECS' schools are responsible for implementing a sexual abuse and assault awareness program. This includes staff training, resources for parent and student awareness, age appropriate educational materials for students and interventions to assist students. For more information about this topic, please contact your guidance counselor or school social worker.

How to report child sexual abuse or sexual assault: Students may report child sexual abuse or sexual assault to any school employee. The report may be made verbally or in writing. Parents and guardians may also report child sexual abuse or assault to any teacher or building administrator.

Students are not required to participate in the sexual abuse and assault awareness and prevention program. Parents/guardians may exempt a student from such program or a portion of the program with written notice to the school.

SECTION 7

Student Education Records



Student Records

Each **Connecticut Technical Education and Career System** maintains student records that include a listing of subjects taken, levels of achievement, attendance, and other data including standardized test scores. School records also include name, parent's name, address, birth date and any information recorded in any way that is directly related to a student and maintained by the school. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to access, amendment and confidentiality of the student's education records.

I. Access to Education Records

Parents of students and eligible students may, upon request, inspect and review the student's records. Parents or eligible students must submit to the school principal or designee a written request that identifies as accurately as possible the record or records for which the request for inspection and review is submitted. An authorized school official will notify parents or eligible students of the date, time and location where the records may be inspected and reviewed. Requests by parents and eligible students to inspect and review the student's education records will be accommodated within fifteen (15) school days after the receipt of such requests.

Parents of students who are receiving special education and/or related services receive additional rights under Connecticut State law. Requests by such parents must be accommodated within ten (10) school days of the receipt of such requests and within three (3) school days of the receipt of such requests if the requests are made in order to prepare for a meeting regarding an individualized education program or any due-process proceeding.

Access rights of non-custodial parent: CTECS gives full rights of access to either parent, unless it has been provided with evidence that there is a court order or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

Parents' access rights when student is age 18 or older: When a student reaches the age of majority (18), the rights accorded to parents transfer to the student. The parents of such a student may continue to have access to education records or personally identifiable information without the prior written consent of their child if the child is their legal dependent (as defined by the U. S. tax code, section 152 of the Internal Revenue Code of 1986) or if the disclosure is in connection with health or safety emergency.

Copies of Education Records

CTECS provides parents or eligible students with a copy of the student's education record whenever failure to do so would effectively prevent parents or eligible students the right to inspect and review such records. Parents of students receiving special education and/or related services have additional rights under Connecticut State law. Such parents have a right to receive one free copy of the student's education records within five (5) school days of such a request.

Fees for Copies of Records

The fee for copies of the student's education records is 25 cents per page. Parents of students receiving special education and/or related services will receive one free copy of the student's education records. Additional copies will be subject to a fee of 25 cents per page.

II. Amending Education Records

Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

A hearing regarding amendment of records will include the following:

1. The school shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student;
2. The school shall give the parent or eligible student adequate notice of the date, time, and place of the hearing;
3. The hearing may be conducted by any individual, including an official of CTECS, who does not have a direct interest in the outcome of the hearing;
4. The school shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised in the request for amendment. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney;
5. The school shall make its decision in writing within a reasonable period of time after the hearing; and
6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
 - a. If the decision is in favor of the parent or eligible student, the education record shall be amended.
 - b. If the decision is that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the school shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both. When such a statement is placed in the education records of a student the school shall maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

III. Disclosure of Education Records or Personally Identifiable Information

Before CTECS discloses education records or personally identifiable information from a student's educational records to persons other than the parent or eligible student, the parent or eligible student shall provide a signed and dated written consent. The written consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

FERPA and its federal regulations give CTECS the discretion to disclose education records or personally identifiable information from education records without the prior written consent of a parent or eligible student in a number of situations. Among these exceptions are the following (not an exhaustive list):

School officials who have a legitimate educational interest:

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the **Connecticut Technical Education and Career System (CTECS)** as an administrator, supervisor, teacher, or support staff member (including

health or medical staff and law enforcement unit personnel); a person serving on the School Board; or a person or company with whom the CTECS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist). The term "school official" includes, but is not limited to the following: the superintendent, assistant superintendents, administrators, supervisors, education consultants, teachers, school nurses, medical advisors, psychologists, social workers, guidance counselors, occupational therapists, speech and language therapists, paraprofessionals, support or clerical staff, security personnel, school resource officers, members of the CTECS' Board and State Board of Education; attorneys who represent CTECS and the State Board of Education, human resources staff, accountants, auditors, transportation personnel, medical or educational consultants or therapists; or as a hearing officer in discipline cases.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. *This includes such purposes as:*

- performing appropriate tasks that are specified in her/his position description or by a contract agreement;
- performing a task related to a student's education;
- performing a task related to the discipline of a student; and
- providing services for the student or the student's family, such as health care, counseling, job placement, or financial aid.

NOTE: Legitimate educational interest does not constitute authority to disclose information to a third party without the student's written permission. The disclosure of information contained in a student's educational records to a third party, requires written consent that identifies the third party.

Student's New School

CTECS will forward education records to other agencies or institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. This includes the transfer of disciplinary records with respect to a suspension or expulsion. When such records are requested without a written consent of a parent or eligible student, notification of the transfer of records shall be sent to the parent or eligible student at the same time that the records are transferred.

Directory Information

Directory information is defined as individual student information not generally considered harmful or an invasion of privacy if disclosed. CTECS considers the following categories to be directory information: name, address, telephone number, email address, photograph, date of birth, major field of study, grade level, participation in officially recognized activities and sports, height and weight of members of athletic teams, dates of attendance, degrees, honors and awards received and most recent school previously attended. The school may disclose directory information without prior consent. A parent or eligible student may refuse to let the school designate any or all of these types of information. The parent or eligible student must notify the school guidance coordinator in writing that he or she does not want any or all of these types of information designated as directory information.

"Directory information" does NOT include either of the following: a student's social security number; a student identification number that, by itself, may be used to gain access to education records.

Health or Safety Emergency

The school may disclose education records or personally identifiable information from such records to appropriate parties (including the parents of an eligible student) if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making the decision to

disclose information under this exception, the district must look at the totality of the circumstances. Disclosure is permitted where there is an articulable and significant threat to the health or safety of students, staff or other individuals. The disclosure should be limited to parties who need the information to address the emergency situation. The amount of information disclosed shall be narrowly tailored to the specific need and limited to the duration of the emergency. Disclosures for health and safety emergencies must be recorded in the student's education records.

Armed Forces Recruiting

A school district must provide, on request by a military recruiter or an institution of higher education, access to the names, addresses, and telephone listings for secondary students. School districts must provide military recruiters the same right of access to secondary students as they provide generally to postsecondary institutions and prospective employers. However, parents may request that such information not be released for their child without prior written parental consent. See the last page for opt out forms.

Filing a Complaint

Parents or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the CTECS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: [Student Privacy Policy Office](#), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 02020-4605

Types, Locations and Custodians of Education Records

<u>Types of Records</u>	<u>Location</u>	<u>Custodian</u>
Cumulative School Records	Office of the School's Counseling Department	Coordinator of School Counseling Services
Special Education Records	Resource Room	Special Education Department Head
Discipline Records	Office of the Assistant Principal	Assistant Principal(s)
Health Records	School Nurse Office	School Nurse
Cumulative/Special Education Records for Students in Out-of-District Placement	Superintendent of CTECS 39 Woodland Street Hartford, CT 06105	Special Education Consultant

***Note:** Miscellaneous Records not identified above are located in the School Principal's Office. In compliance with CGS 19a-583, any written information about a student's HIV status shall not be included in the child's educational record, routine school health records or other records accessible to a wide range of staff. HIV information on a specific student shall be kept in a separate locked file.*

SECTION 8

Student Conduct, Discipline



Code of Respect

Respect is a mutual process. This means that students will be shown respect and students shall respect the authority of teachers, administrators and all staff members. Respectful behavior is a matter of common sense, doing what you know is right and treating others as you expect to be treated.

Discipline Policy

The Connecticut State Board of Education has a responsibility to provide, and each Connecticut student has a right to receive, an equal opportunity for a suitable program of educational experiences. The Board's responsibility to create a climate for learning can be effectively discharged and students' rights guaranteed properly, if students obey the publicized rules of the school. Such rules are designed to ensure a safe environment conducive to learning.

Students who may be subject to disciplinary action must receive treatment, which is fair, consistent, non-discriminatory and appropriate to the offense; must be informed of school rules and procedures; and are entitled to due process procedures consistent with applicable state and federal laws.

Students are subject to discipline, up to and including suspension and expulsion, for misconduct even if such misconduct occurs off school property and during non-school time. Discipline may result if the off school grounds conduct is seriously disruptive of the educational process by markedly interrupting or severely impeding the day-to-day operation of the school. Expulsion, suspension, in-school suspension, or removal from class shall be in accordance with applicable state and federal laws. Penalties range from a minimum of removal from class for a single period, to a maximum of expulsion from school for one calendar year. Penalties vary within this range to reflect the severity of the violation and evidence of past disciplinary problems.

When a student's conduct on school grounds violates state or federal law, the principal may contact the local law enforcement agency for appropriate action. Therefore, in addition to disciplinary action under this policy, the student may be subject to criminal prosecution as a result of his or her misconduct.

I. DEFINITIONS

- A. Exclusion means any denial of public school privileges to a pupil for disciplinary purposes.
- B. Removal means an exclusion from a classroom or shop for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.
- C. In-School Suspension means an exclusion from regular classroom or shop activity for no more than ten consecutive school days, but not exclusion from school provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen times or a total of fifty days in one school year, which ever results in fewer days of exclusion.
- D. Suspension means exclusion from school privileges or from transportation services only for not more than ten consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension is imposed. No student shall be suspended more than ten times or a total of fifty days in one school year, which ever results in fewer days of exclusion unless such student is granted a formal hearing as provided below.
- E. Expulsion means the exclusion from school privileges for more than ten consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school, to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Such

period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

- F. Emergency means a situation under which the continued presence of the pupil in the school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.
- G. School means any school under the direction of a local or regional board of education or any school for which one or more such boards of education pays eighty percent or more of the tuition costs for students enrolled in such school.
- H. Report means a periodic report to the Board that indicates the number and types of disciplinary actions imposed by each school in the system.
- I. School Days shall mean days when school is in session for students.
- J. School-Sponsored Activity means any activity sponsored, recognized or authorized by the CTECS and includes activities conducted on or off school property.
- K. Seriously Disruptive of the Educational Process means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- L. Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the **Connecticut Technical Educational and Career System** to another regular education program in the **Connecticut Technical Educational and Career System** shall not constitute a suspension or expulsion.

II. SCOPE OF THE STUDENT DISCIPLINE POLICY

- A. Conduct on school grounds or at a school-sponsored activity: Students may be suspended for conduct on school grounds or at a school-sponsored activity that violates a publicized school policy or is seriously disruptive of the educational process or endangers persons or property. Students may be expelled for conduct on school grounds or at any school-sponsored activity that violates a publicized policy AND is seriously disruptive of the educational process or endangers persons or property;
- B. Conduct off school grounds: Students may be suspended or expelled for conduct off school grounds that violates a publicized school AND is seriously disruptive of the educational process.

III. ACTIONS LEADING TO REMOVAL, SUSPENSION, IN-SCHOOL SUSPENSION, OR EXPULSION

Conduct which may lead to disciplinary action (including, but not limited to removal from class, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity, and conduct off school grounds, as set forth above. Such conduct includes but is not limited to the following:

1. Drugs / Alcohol / Tobacco

Unauthorized possession, use, sale, distribution, manufacture, or consumption of alcohol, tobacco, drugs, narcotics, or any item represented to be tobacco or drugs (or any facsimile of alcohol, tobacco, drugs, narcotics, or any item represented to be tobacco or drugs). The term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law. The term drugs also include any substance that impairs an individual such as K2. Use includes “vaping” and the use of a hookah or similar device.

2. Possession of any paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol, or tobacco as described in paragraph above, and paraphernalia includes vaporizers and hookahs.
3. **Fighting / Altercations / Physical Attack**
 Verbal Altercation including participation in an incident involving a verbal confrontation.
 Physical attack on or assault of a student, a member of the school staff, or other person including willful or reckless acts, or attempt to attack, or willful or reckless endangerment or exposure to harm, homicide, battery or stabbing.
4. **Threatening/bullying/hazing** is defined as the expression by word, act, or gesture of the intention to inflict pain, injury, or loss, and may include intimidation and hazing. Such conduct may include, but is not limited to, making false bomb threats or other threats to the safety of students, staff members, and/or other persons. Bullying is an overt act by a student directed against another student with the intent to ridicule, harass, humiliate, or intimidate, which acts are committed more than once against any student during the school year. Dating violence is included in school rules prohibiting bullying, harassment and intimidation.
5. **Harassment** including attempt to tease, irritate, annoy, pester, embarrass, or torment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, or ancestry, or racial slurs or hate crimes. Dating violence is included in school rules prohibiting bullying, harassment and intimidation.
6. **Sexual Harassment/Sexual Battery/Other Sexual Offense** including Consensual Sex on Campus and dating violence on or off campus.
7. **Weapons**
 Weapon possession or use or possession or transport of any weapon, weapon facsimile, deadly weapon, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or other dangerous object. This definition may include a tool that is in the possession of the student in an inappropriate area of the campus or a tool that is used inappropriately anywhere. Tasers and pepper spray are included.
8. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
9. **Other**
 Unauthorized entrance into any school facility or portion of a school facility, or aiding or abetting an unauthorized entrance.
 Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity including, but not limited to, trespassing on school grounds while on out-of-school suspension or expulsion.
10. **Misuse of Electronic Devices**
 Inappropriate use of electronic devices and websites on school grounds or at a school-sponsored activity or off campus, if it is misconduct as defined by CTECS discipline policy and results in disruption of the educational process. Students taping teachers and students taping other students without notice and opportunity to object is considered misconduct.

Students who have permission to utilize educational supports such as recording of class lectures and class notes to address educational needs do not need to provide notice and opportunity to object and are not engaging in misconduct. Spoofing is defined as a type of scam where an intruder attempts to gain unauthorized access to a user's system or information by pretending to be the user. The main purpose is to trick the user into releasing sensitive information in order to gain access to one's bank account, computer system or to steal personal information such as passwords.

Note: ELECTRONIC DEVICES AND COMMUNICATIONS includes mobile electronic devices or other electronic communications, the Internet, interactive and digital technologies, or cell phones and an electronic communication is any transfer of signs, signals, writing, sound, pictures, data, or other intelligence wholly or partly by wire, radio, electromagnetic, photo-electronic, or photo-optical system. A mobile electronic device is any portable device that can send data between or among users. Examples include text messaging and paging devices, personal digital assistants, laptops, video gaming devices, digital video disk players, and digital cameras.

11. **Unauthorized Use of Computers**

Inappropriate use or disruption of electronic information services or equipment including unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property for unauthorized purposes.

12. Misuse of user id's and passwords by students with regards to giving them out to others (sharing) or in some cases stealing of username's or passwords, and on a larger scale, identity theft.

13. **Pornography**

Possession, observation, or participation in creation of pornography.

14. **Other School Policy Violations**

Stealing, burglarizing or attempting to steal or burglarize school property or other public or private property or robbing or attempting to rob a person or persons.

Vandalism including arson and/or the intentional or reckless cause of, or attempt to cause, damage to school, private or public property.

Plagiarism or use or copying of the academic work of another individual and presenting it as the student's own work without proper attribution

Profanity including obscene or profane language or gestures.

15. Insubordination including defiance of school rules and refusal to comply with a reasonable directive from school staff, law enforcement authorities, school volunteers, or any disruptive classroom behavior. Refusal to comply with a referral to the school nurse is considered insubordination. A school may prohibit possession of water bottles or other containers.

16. Participating in a demonstration that disrupts the educational process including any other violation of school rules, policy, or regulation or a series of violations, which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

17. Participating in a joint or cooperative venture to commit conduct that violates school rules, including participation in a fight or riot.
18. Any act prohibited by federal or state law, which would indicate that the student presents a danger to any person in the school community or to school property.
19. Violating school smoking regulations
Use of e cigarettes or other facsimiles is included as a violation. Including e-cigarettes, electronic cigarettes and “vaping.”
20. Gambling
21. Tardiness or Unexcused Absences including an accumulation of offenses such as school and class tardiness; cutting class, study hall, or shop activity; failure to attend detention; or leaving school grounds without permission, which includes signing out without administrative approval, failing to report to or remain in an assigned area, or participating in an unauthorized “skip day.”
22. Kidnapping or abduction including seizing, transporting, or detaining a person or minor without the consent of his/her parent or guardian against their will wither by force or fraud.
23. Blackmail including the extortion of money or other valuables from a threat of exposing a criminal act or other discreditable behavior.
24. Homicide
25. Counterfeiting
26. Cheating
27. Forgery

IV. PROCEDURES GOVERNING EXCLUSION

A. Removal

1. Whenever any teacher removes a student from the classroom or career technical education classroom, such teacher shall send him or her to a designated area and shall immediately notify the principal or his/her designee as to the name of the student against whom such disciplinary action was taken and the reason therefore.
2. Removal of a student from classroom or career technical education classroom shall not occur more than six times in any year nor more than twice in one week unless such student is referred to the principal or his/her designee-and granted an informal hearing at which the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

B. Suspension

1. Unless an emergency situation exists requiring the student’s immediate removal, no student shall be suspended prior to having an informal hearing before the principal or his/her designee at which time the student will be informed as to the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. In determining the length of a suspension period, the principal or his or her designee may receive and consider evidence of past disciplinary problems that have led to removal from a classroom or shop, suspension or expulsion of such student.
3. By telephone, the principal or his/her designee shall make all possible attempts to immediately notify the parent or guardian of the student about the suspension and state the cause(s) leading to the suspension and offer an opportunity to discuss it. If the parent or guardian cannot be contacted, the student shall be kept in the school and sent home at the regular dismissal time.
4. Whether or not telephone contact is made with the parent or guardian, the principal or his/her designee shall forward a confirming letter to such parent or guardian to the last address reported on school records (or to a newer address if known) offering the parent or guardian an opportunity for a conference to discuss same.
5. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four hours of the time of the institution of the suspension.
6. Notice of the original suspension shall be transmitted by the principal or his/her designee to the Superintendent of schools or his/her designee by the close of the school day following the commencement of the suspension.
If a student is eighteen years of age or older, any notice required by this policy shall be given to the student and to the parent as well.
7. Any student who is suspended shall be given an opportunity to complete any work, including, but not limited to, examinations which such student missed during the period of his or her suspension, in accordance with the school's general make-up policy.
8. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school.
9. The decision of the principal or his/her designee with regard to disciplinary actions up to and including suspensions shall be final.
10. During the period of suspension, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities.
11. No student shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing by the Superintendent or his or her designee.

C. In-School Suspension

1. No student shall be placed in in-school suspension prior to having an informal hearing before the principal or his or her designee at which time the student will be informed as to the charges and given an opportunity to respond.
2. By telephone, the principal or his or her designee shall make all possible attempts to immediately notify the parent or guardian of the student about the in-school suspension

and state the cause(s) leading to the suspension and offer an opportunity to discuss same.

3. Whether or not telephone contact is made with the parent or guardian, the principal or his or her designee shall forward a confirming letter to such parent or guardian to the last address reported on school records (or to a newer address if known) within twenty-four hours of the time of the institution of the in-school suspension.
4. If a student is eighteen years of age or older, any notice required by this policy shall be given to the student and to the parent as well.
5. No student shall be placed in in-school suspension more than fifteen times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing by the superintendent or his or her designee.

D. Expulsion

1. A principal may request expulsion of a student in a case where the principal has cause to believe the student's conduct violates a school policy AND is seriously disruptive of the educational process or endangers persons or property;
2. A request for expulsion is mandatory if there is reason to believe that the student:
 - a) on school grounds, or at a school-sponsored event, was in possession of a firearm, deadly weapon or dangerous instrument or martial arts weapon as proscribed by law;
 - b) off school grounds, did possess a firearm, as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm, as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
 - c) on or off school grounds, offered for sale or distribution, a controlled substance as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacturing, distribution, sale prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278.
3. The following definitions shall apply:
 - (a) "Dangerous Instrument" means any instrument, article, or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
 - (b) "Deadly Weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.
 - (c) "Electronic Defense Weapon" means a weapon, which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious injury.

- (d) A “firearm,” as defined in 18 U.S.C. § 921, means:
 - 1. Any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive;
 - 2. The frame or receiver of any such weapon;
 - 3. A firearm muffler or silencer; or
 - 4. Any destructive device, which includes any explosive, incendiary or poisonous gas device.
 - (e) A “martial arts weapon” means a nunchaku, kama, kasarifundo, octagon sai, tonfa, or Chinese star.
 - (f) When considering whether conduct off school grounds is seriously disruptive of the educational process, the term “weapon” means any BB gun, blackjack, metal or brass knuckles, policy baton or nightstick, dirk or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, knife with the edged portion of the blade of which is four inches or over in length, any martial arts weapon or electronic defense weapon, as defined above, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.
- 4. Requests for expulsion are to be directed to the superintendent or designee as soon as possible. Upon receipt of an expulsion recommendation, the superintendent may conduct an inquiry concerning the expulsion recommendation. If the superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Impartial Hearing Officer who can consider and act upon his/her recommendation.
 - 5. The Impartial Hearing Officer shall schedule a hearing as soon as possible.
 - 6. In the case of a student with disabilities, a PPT or 504 meeting must be held prior to the hearing to determine the relationship between the misconduct and disability, to evaluate the IEP to determine if placement is appropriate, and to ensure the safety of other students and staff.
- E. Prior to expelling a student, the Impartial Hearing Officer shall conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d and the Uniform Procedures Act §§ 4-176e to 4-180a, and § 4-181a.
 - F. Expulsion notice: The parents/guardian of any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.
 - G. During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student’s participation in any alternative educational program provided by the **Connecticut Technical Education and Career System** in accordance with this policy.
 - H. If the superintendent has determined that an emergency exists, then the student may be excluded until the Impartial Hearing Officer renders a decision, however the student must be provided with an alternative education program on the 11th day.

- I. An expelled pupil may apply for early readmission to school. Such readmission shall be at the discretion of the local or regional board of education. Readmission shall be at the discretion of the superintendent. The superintendent, as appropriate, may condition such readmission on specified criteria.
- J. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by a local or regional board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- K. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the local or regional board of education for such offense under subdivision (1) of this subsection, the local or regional board of education for the school district to which the student is returning shall allow such student to return and may not expel the student for additional time for such offense.

V. POLICY REGARDING MANDATORY EXPULSIONS

- A. In accordance with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the **Connecticut Technical Education and Career System** to expel a student for one full calendar year when there is reason to believe that any student:
 - a. on school grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. § 921, as amended from time to time, or was in possession of a deadly weapon, dangerous instrument or martial arts weapon, as defined in Section 53a-3 of the Connecticut General Statutes;
 - b. off school grounds, did possess such a firearm in violation of section 29-35 of the Connecticut General Statutes, or did possess and use such a firearm, dangerous instrument or martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or,
 - c. on or off school grounds, offered for sale or distribution a controlled substance, as defined subdivision (9) of section 21a-140, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Sections 21a-277 and 21a-278.
- B. The Hearing Officer may modify the term of expulsion on a case-by-case basis.

VI. ALTERNATIVE EDUCATIONAL OPPORTUNITY

Whenever the Impartial Hearing Officer expels a student the superintendent shall offer the student an alternative educational opportunity. The superintendent will designate the alternative education program within 5 days of the written expulsion decision. The parents or guardians of such student have the legal right to reject such a program without being subject to the truancy law, Section 10-184 of the Connecticut General Statutes.

VII. PROCEDURES GOVERNING SUSPENSION AND EXPULSION OF STUDENTS IDENTIFIED AS ELIGIBLE FOR SERVICES UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

- A. Suspension of students with disabilities

Notwithstanding the foregoing, if the administration suspends a student identified as eligible for services under IDEA (a student with a disability) who has violated any rule or code of conduct of the **Connecticut Technical Education and Career System** that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the suspension was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the **Connecticut Technical Education and Career System** is not required to provide any educational services beyond that which is provided to all students suspended by the **Connecticut Technical Education and Career System**.

B. Expulsions and Suspension that Constitute Changes in Placement for Students with Disabilities

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student with a disability who has violated any rule or code of conduct of the **Connecticut Technical Education and Career System** that applies to all students, the procedures described in this section shall apply. The procedures shall also apply for students whom the administration has suspended in a manner that is considered to be a change in placement under the IDEA, which constitutes a suspension of greater than ten (10) days.

1. The parents of the student must be notified of the decision to recommend for expulsion (or for suspension of greater than ten (10) days) on the date on which the suspension was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or for suspension of greater than ten (10) days) was made.
2. The school shall immediately convene the IEP team, but in no case later than ten (10) school days after the recommendation for expulsion or the suspension of greater than ten (10) days was made. The student's IEP team shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or suspension of greater than ten (10) days, in order to determine whether the student's behavior was a manifestation of his/her disability.
 - i. If the IEP team finds that the behavior was a manifestation of the student's disability, the administration shall not proceed with the recommendation for expulsion or the suspension of greater than ten (10) days. The IEP team shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
 - ii. If the IEP team finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommended expulsion suspension of greater than ten (10) days.
 - iii. During any period of expulsion or suspension of greater than ten (10)

days per school year, the administration shall provide the student with an alternative educational placement in accordance with the provisions of the IDEA.

- iv. The special education records and disciplinary records of the student must be transmitted to the impartial hearing board.

C. Transfer of Students with a Disability who have Committed Certain Offenses

School personnel may transfer a student with a disability to an appropriate interim alternative educational setting for not more than forty-five calendar days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. § 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity.

For purposes of this Section, the term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that term does not include a pocket knife with a blade of less than 2.5 inches in length.

VIII. PROCEDURES GOVERNING EXPULSIONS FOR STUDENTS IDENTIFIED AS ELIGIBLE FOR EDUCATIONAL ACCOMMODATIONS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973.

A. Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 (“a Section 504 Student”) who has violated any rule or code of conduct of the **Connecticut Technical Education and Career System** that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The school shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the administration shall not proceed with the expulsion. The 504 team shall consider the student’s misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the administration may proceed with the recommended expulsion.

B. Transfer of Students with a disability who have committed Certain Offenses:

1. Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities.

School personnel may transfer a student with a disability to an appropriate interim alternative educational setting for not more than forty-five calendar days if the student:

2. Was in possession of a dangerous weapon, as defined in 18 U.S.C. § 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
3. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity.

For purposes of this Section, the term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that term does not include a pocket knife with a blade of less than 2.5 inches in length.

IX. RECORDS/REPORTING

- A. The notice of expulsion and the conduct for which the student is expelled must be included on the student’s cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the **Connecticut Technical Education and Career System** upon high school graduation.
- B. If any student has been expelled for possession of a firearm or deadly weapon, as defined in Conn. Gen. Stat. § 53a-3, the violation must be reported to the state police.
- C. If the student is expelled for sale or distributions of a controlled substance, the **Connecticut Technical Education and Career System** shall refer such student to an appropriate state or local agency for rehabilitation, intervention, or job training and inform the agency of its action.

X. INTERACTION WITH OTHER SCHOOL DISTRICTS

- A. If an expulsion hearing is pending and the student withdraws from school after notification has occurred but before the hearing has been completed, the impartial hearing panel must complete the hearing and render a decision. The notice and decision must be made part of the student’s educational record.
- B. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from the school pending completion of the expulsion hearing unless an emergency exists, as defined in Section I. F. The **Connecticut Technical Education and Career System** shall retain the authority to suspend the student or to conduct its own expulsion hearing

XI. If a student has been expelled from another district, **the Connecticut Technical Education and Career System** may adopt the decision of the other school district to exclude the student from school. In order to accomplish this, the Impartial Hearing Officer must hold a hearing for which the sole purpose is to determine whether the conduct leading to the expulsion by the student’s former school district also warrants expulsion under the policies of the **Connecticut Technical Education and Career System**. Until such a hearing is held, the student shall be excluded from the school but must be offered an alternative educational opportunity in accordance with the statutory requirements.

XII. EARLY READMISSION TO SCHOOL

An expelled student may apply for early readmission to school. The Connecticut State Board of Education delegates authority for readmission decisions to the Superintendent of Schools. The student desiring readmission to school shall direct such a request to the superintendent. The superintendent has the discretion to approve or deny such readmission requests and may condition readmission on specified criteria.

Detention Procedures

Each student who is to be detained will be given written notification one school day preceding such detention. It is the student's responsibility to notify a parent when detention is incurred. Transportation arrangements are the responsibility of the parent and student.

Parental request for postponement of a detention date will be considered if the request is made in writing and states the specific reason for the postponement. An assistant principal prior to the time of the detention must receive this note. Student employment is not a valid reason for postponement of a detention.

Students who miss detention will be referred to the assistant principal.

Detention may be assigned during the lunch period as long as the student is provided with lunch.

Search and Seizure

Connecticut Technical Education and Career System students are subject to reasonable searches.

If there is reasonable suspicion that a **CTECS** student while on school property or at a school sponsored event is in violation of any laws or school rules, a search of the individual's person, personal property or assigned lockers and other school property is permitted with or without the express permission or knowledge of the student or his/her parents. It is desirable that permission be sought or, at the very least, knowledge is given that a search is to take place, however, such permission or knowledge is not necessary.

CTECS administrators and other staff designated by the principal are authorized to conduct reasonable searches of a student, including his/her person or personal property, or school property in the possession of an assigned or assigned to the student. When there is reasonable cause to believe that the student may be in possession of weapons, contraband, the fruits of crime, or other materials in violation of school policy or state law.

CTECS administrators are authorized to seize illegal or prohibited materials that are discovered as a result of a reasonable search.

1. There shall be a minimum of two staff persons present whenever a search is conducted;
2. Each year, at the beginning of the school year, the principal will identify staff that is authorized to search students or their personal property or assigned property and a list of such persons will be maintained in each school;
3. The superintendent will provide such persons with annual training on how to conduct a reasonable search;
4. Such persons may search students or their property, when they have reasonable suspicion that a student is carrying some form of dangerous weapon, drugs or anything that may be perceived as illegal, or in violation of school rules;
5. Searches shall be limited to a student's locker, desk, workbench, toolbox, purse, book bag, backpack, pockets, or outerwear;
6. A more intrusive search is normally not permitted;
7. A search of an automobile is not permitted (unless consent has been obtained in exchange for issuing a permit to park on school property);

8. If a school administrator concludes that a more intrusive search such as that described above is necessary, the parents of the students involved should be called, and suspicions should be reported to the police who shall be responsible for any such search;
9. Teachers in the normal function of their responsibilities may retrieve visible items and materials from students that are in violation of school rules;
10. If a reasonable search has been conducted and items or materials that are illegal or violative of school rules are discovered, the items or materials may be seized; and
11. A log shall be maintained in each school indicating whenever a search has been conducted, who conducted the search, who was searched, the basis for the search and the outcome.

In order to deter the possession, use or distribution of drugs on campus, periodically, a drug sniffing dog may be brought on to school grounds by law enforcement officials. Notice is provided to students and parents before the visit occurs.

Inspection of Lockers and Other School Property

1. In order to maintain health and safety standards, school property is periodically subject to inspection by school officials;
2. The purpose of the inspection of lockers and other school property is to assure the proper use and maintenance of the property in accordance with established rules;
3. In order to facilitate inspection, the school administration shall provide the locking mechanisms for all school property and maintain the lock combination or master key;
4. Conspicuous notice shall be provided to all students that lockers, desks, workbenches and other spaces are school property and shall be inspected from time to time with prior written or posted notice given by the school;
5. It should be noted that the inspection of school property does not include the search of personal property contained in the locker (such as purses, clothing pockets, book bags); and
6. However, contraband found in plain view during the inspection, may be seized.

Public Display of Affection

The school campus is a public environment. Excessive display of affection in a school is offensive and embarrassing to others, as well as distracting and disruptive to the educational process. Students are to refrain from any public display of affection that would offend or embarrass others.

Student Dress and Grooming including Uniforms

In order to maintain a proper and healthy educational atmosphere, students must be suitably dressed and groomed. The State Board of Education and the administration encourage students to dress in a manner that reflects pride in and respect for themselves and their community. Restrictions on student appearance may be applied whenever the dress or grooming interferes with the learning process, is disruptive, is unsafe, or is contrary to law.

Students must be properly dressed and groomed in order to promote a positive, safe, and non-disruptive learning environment. Students are prohibited from wearing clothing or other items that interfere with the learning process, are disruptive, are unsafe, or that are contrary to law. Without limitation, the following

are examples of attire that is prohibited from wear in the school buildings during the academic school day or at school-sponsored activities:

1. Coats, jackets or other attire normally worn as outerwear;
2. All head coverings of any kind, including, but not limited to scarves, bandanas, masks, kerchiefs, athletic headbands, hats or caps, unless it is worn for bona fide religious reasons;
3. Footwear that damages or marks floors or that is a safety hazard, including backless shoes, flip-flops and toeless shoes, hee-lies or slippers;
4. Sunglasses, unless required by a doctor's order;
5. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article or attire with spikes or studs attached;
6. Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products or alcoholic beverages;
7. Attire that can create a hostile school environment or disrupt the educational process such as clothing with harassing symbols, pictures or vulgar, illegal, racial, sexist, or other discriminatory viewpoints which denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual preference or disability;
8. Gang-related attire, including, but not limited, to gang colors, jewelry, emblems, badges, symbols, signs, or other insignia which are evidence of membership in or affiliation with a gang;
9. Clothing that is overly revealing, including, but not limited to shirts and/or blouses that reveal the abdomen, chest, or undergarments; tank-tops; see-through clothing; shorts (mid-thigh shorts are acceptable); miniskirts; or pants that reveal the navel, upper thigh or undergarments. Underwear must be covered. Cleavage must be covered; and
10. All pants must fit and be properly fastened. Students shall not wear pants that when fastened, sag or fit below the natural waist. No sweatpants.

Students are provided with picture identification cards. Such cards shall be visible and worn on a lanyard while on school property or at school-sponsored events. (ID Cards must be tucked into shirts while in shop areas.)

Career Technical Education (CTE) uniforms are required in the CTE cycle and there may be additional restrictions based on specific career pathway environments. Students are notified of these requirements at the beginning of the school year. For example, in Culinary Arts students are required to wear black leather slip resistant shoes and remove jewelry and body piercings because of health and safety.

Student Academic Uniforms

Dress codes have a positive effect on school pride, identity and safety. Many schools have dress code requirements. If schools have a uniform policy, students must adhere to the policy and wear the approved uniform. There is no opting out on this policy.

A student committee and a faculty committee identify a wide variety of items for purchase. The choices consist of the following items for men or women:

- Polo shirts
- Long and short sleeve dress shirts
- Tee shirts
- Blouses
- Polar fleece tops
- Freshman CTE exploratory tee shirts and sweatshirts
- PE - athletic tee shirts, shorts and sweatpants

A school may designate a dress down day. Parents must be informed in advance and may object to the participation of their child.

Display of Disruptive Symbols

Extremist symbols and logos create a hostile school environment or disrupt the educational process. Therefore the display of harassing symbols, pictures or vulgar, illegal, racial, sexist, or other symbols that represent discriminatory viewpoints are not acceptable on clothing, toolboxes, autos, or other items and may result in disciplinary intervention. Examples of such symbols include, but are not limited to, the swastikas and swastika variants.

No Smoking or Vaping on School Grounds

All persons, including students, are prohibited from smoking, using tobacco products, electronic nicotine delivery system or vapor products in school buildings and on school grounds. Students may also be subject to arrest.

Motor Vehicles on Campus – Student Use

The student use of automobiles on school grounds is a privilege and procedures have been established to assign parking permits when space is limited. Students who are properly licensed drivers may be allowed parking privileges at no cost in a designated area of the school parking lot with the approval of the principal. This privilege may be revoked for improper use of a motor vehicle or disregard for safety.

1. All requests for student parking privileges must be accompanied by proof of proper licensing;
2. If a student's licensing status changes the student must inform the principal;
3. The only automobiles that will be allowed to park on the school grounds, in the area designated for students will be those that have been issued permits;
4. A permit will be valid only for the car that it is assigned to;
5. A student who requests a permit to park on school property must agree to allow the vehicle to be searched if deemed necessary by a school administrator;
6. If a student brings any motor vehicle upon school premises school officials may presume consent by the student, parent or guardian, or owner of the vehicle to a search of that motor vehicle;
7. The principal may request a law enforcement officer to search a motor vehicle on school premises;
8. Permits will be for the academic year only, or a shorter period if deemed necessary by the school administrator;

9. Any car found on the school parking lot without a permit will be towed away at the owner's expense;
10. Upon arrival at school students are not to remain in student cars, but are to come directly into the building;
11. Any student abusing the permit privilege will have the permit revoked; and
12. Grounds for Revocation of Permits include but are not limited to the following:
 - Driving at an excessive speed on school grounds;
 - Reckless or dangerous driving on school grounds;
 - Leaving school grounds without permission;
 - Failure to park in the area designated for students;
 - Loitering of students in cars;
 - Failure to maintain a satisfactory level of scholastic achievement, attendance, punctuality, and general attitude;
 - Refusal by a student, parent or guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the motor vehicle; and
 - Possession of alcohol or drugs on campus.

In-School Suspension and Out-of-School Suspension

A student who is assigned to in-school suspension, out of school suspension, or is serving a period of expulsion is not permitted to attend or participate in any school-sponsored activities.

Student Achievement Intervention Lab (SAIL)

The Student Achievement Intervention Lab (SAIL) provides a setting for students with potentially serious behavior problems as well as an in-school suspension program. Students who are assigned to the SAIL classroom learn new behaviors and the importance of this knowledge as it relates to school and class attendance, academic achievement and high expectations, self-discipline and appropriate interactions with staff and peers.

The activities in the Student Achievement Intervention Lab are three-fold: disciplinary, tutorial and advisory. The disciplinary activity includes explanation, clarification and enforcement of the rules that have been implemented in the school to ensure the integrity of the in-school suspension program. The tutorial activity includes assisting students with problems they may have in academic areas. Finally, the advisory activity offers students the opportunity to discuss the specifics of the violation(s) that led to the suspension and possible alternative behaviors or solutions that might have occurred.

SECTION 9

Substance Abuse Rules and Guidelines



Substance Abuse

Rules and Regulations

A student who on school grounds, during a school session, or anywhere at a school-sponsored activity is under the influence of alcohol, drugs or mood altering substance or possesses, uses, dispenses, sells or aids in the procurement of alcohol, narcotics, restricted drugs, mood altering substances, or any substance purported to be a restricted substance or over the counter drug, shall be subjected to discipline pursuant to the provisions and procedures outlined in Board Policies.

School Guidelines

As an integral part of the Connecticut Technical Education and Career System Drug and Alcohol Prevention Program, these guidelines represent one component in a district-wide effort to respond effectively to drug, mood altering substance and alcohol related situations that may occur at school or at school-sponsored activities. These guidelines are intended to provide a consistent minimum disciplinary means to respond to drug, mood altering substance and alcohol related incidents. The **Connecticut Technical Education and Career System** will provide a safe and healthy environment for students, with due consideration for their legal rights and responsibilities. The Superintendent reserves the right to use any extraordinary measures deemed necessary to control substance abuse even if the same is not provided for specifically in any rule or regulation enumerated herein. Implementation of these guidelines further requires the establishment and maintenance of a student assistance model (student assistance team) that seeks to assist students through provision of a rehabilitative process.

Definition of Terms

- A. Drug/ Mood Altering Substance/Alcohol shall include any alcohol or malt beverage, a drug listed as a controlled substance, chemical, abused substance or medication for which a prescription is required under law, and/or any substance which is intended to alter mood. Examples include, but are not limited to: beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look alike substances and any capsules or pills not registered with the nurse, annotated within the student's health record and given in accordance with the district policy for the administration of medication to students in school.
- B. Student Assistant Team is a multi-discipline team composed of school personnel (teachers, staff, administration, nurses, and counselors). This team has been trained to understand and work on the issues of adolescent chemical use, abuse, and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy.
- C. Referral Agency/Facility is any agency/facility licensed by the State of Connecticut to provide drug and alcohol assessment.
- D. Drug/Alcohol Assessment is an evaluation to determine a student's condition relative to the use of drugs/alcohol and recommendations for corrective action.
- E. Distributing is to deliver, sell, pass, share or give any alcohol, drug, or mood altering substance, as defined by this policy, from one person to another or to aid therein.
- F. Drug Paraphernalia includes any utensil or item that in the school's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include but are not limited to roach clips, pipes, and bowls.
- G. Student is any individual enrolled as a full time student in grades 9-12 in a Connecticut Technical Education and Career System school.
- H. Part-Time Student is any individual enrolled as a part-time student in grades 9-12 in a Connecticut Technical Education and Career System school.
- I. Post-Secondary Student is any individual not in grades 9-12 enrolled as either a full-time or part-time student in a Connecticut Technical Education and Career System school.
- J. Non Student is any individual not enrolled in grades 9-12 or a post-secondary program in a **Connecticut Technical Education and Career System** school.

CHART OF INFRACTIONS - SUBSTANCE ABUSE

SITUATION	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATION OF POLICE	DEPOSITION OF SUBSTANCE *	DISCIPLINE	REHABILITATION
1. A student is suspected of possible alcohol or drug use. There is no violation or physical evidence.	The student is informed of available help and encouraged to seek assistance.	Limited to the staff member contacting the counselor, nurse or administrator for assistance.	Limited to behavior problems.	Not applicable.	Not applicable.	None	Referral to the Student Assistance Team (SAT).
2. A student seeks drug-related help or advice for himself/herself or for a friend from a staff member.	Staff member will inform the student of the availability of professional help and his/her rights in receiving such help and will encourage the student to meet with the SAT.	Limited to the staff member, although the counselor, nurse or administrator may be contacted for assistance.	Only with written consent of the student unless there is clear and imminent danger.	Not applicable.	Not applicable.	None	Referral to the SAT.
3. A student has a drug or alcohol related medical emergency.	The staff member will immediately inform an administrator and the school nurse. All standard health and first aid procedures will be followed.	The administrator will investigate. Procedures may include a search of the student, locker and other possessions. The nurse will document physiological symptoms.	The administrator will contact parents immediately and arrange a meeting. If possible, parents will come to school to observe student.	Required if drugs are involved.	Provided to medical personnel to assist in treatment. Submitted to police for analysis and possible use in further proceedings.	Coordinate with SAT recommendations. If there is evidence of further violation, see appropriate category.	Referral to SAT. Request student be assessed by a licensed drug and alcohol facility and comply with their recommendations.
4. A student is caught in the possession of drugs, uses or is under the influence of drugs or alcohol.	Staff member will escort student to the administrator's office or summon the administrator.	Administrator will confiscate the drug and request that the student empty pockets and/or purse. The student's person, locker, desk and all personal property will be searched.	The administrator will contact the parents immediately and arrange a meeting. If possible, parents will come to school immediately.	Required.	Submitted to the police for analysis and possible use in further proceedings.	Coordinate with SAT recommendations. 5 - 10 day suspension subject to request for expulsion.	Referral to SAT. Required participation in a SAT program. Request student be assessed by a licensed drug and alcohol facility and comply with their recommendations.
5. A student possesses, uses, or is under the influence of drugs or alcohol at a school-related activity on or off school property.	Follow #3 or #4.	Follow #3 or #4.	Follow #3 or #4.	Follow #3 or #4.	Follow 3# or #4.	Follow #3 or #4.	Follow #3 or #4.
6. A student possesses drug related paraphernalia.	Staff member will escort student to the administrator's office or summon the administrator who will confiscate the paraphernalia.	Administrator will request student to empty pockets and/or purse. The student's person, locker, desk and personal property will be searched.	Administrator will contact the parents immediately and arrange a meeting. If possible parents will come to school immediately.	Required. Police will take possession of the paraphernalia and analyze them for possible presence of drugs.	See #4.	If drug use or possession is confirmed, follow #4. If no drug use or possession is confirmed, follow #1.	Meeting with parent(s), student, and administrator. Further follow-up action will be determined by results of analysis of paraphernalia.

SITUATION	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATION OF POLICE	DEPOSITION OF SUBSTANCE *	DISCIPLINE	REHABILITATION
7. A student is caught distributing drugs.	Staff member will escort student to the administrator's office or summon the administrator who will confiscate the drug.	Administrator will request student to empty pockets and/or purse. The student's person, locker, desk and personal property will be searched.	Administrator will contact the parents immediately and arrange a meeting. If possible parents will come to school immediately.	Required.	See #4.	Immediate exclusion and consideration of expulsion.	Refer to SAT. Request student be assessed by a licensed drug and alcohol facility and comply with their recommendations.
8. A student is caught again in possession, use, or under the influence of drugs or alcohol.	Staff member will escort student to the administrator's office or summon the administrator.	Administrator will confiscate the drug and request that the student empty pockets and/or purse. The student's person, locker, desk and all personal property will be searched.	The administrator will contact the parents immediately and arrange a meeting. If possible, parents will come to school immediately.	Required.	See #4.	Immediate exclusion and consideration of expulsion.	Refer to SAT. Request student be assessed by a licensed drug and alcohol facility and comply with their recommendations.
9. A part-time student is caught distributing drugs, or possesses, uses, or is under the influence of drugs or alcohol at a school-related activity on or off school property.	Follow #3 or #4.	Follow #4.	Follow #4.	Required.	Follow # 4.	Informal hearing. If informal hearing substantiates allegation student is terminated and sending school administrator is notified.	To be determined by sending school.
10. A post-secondary full or part-time student is caught distributing drugs, or possesses, uses, or is under the influence of drugs or alcohol at a school-related activity on or off school property.	Follow #4.	Follow #4.	Yes, if student is less than 18 years old.	Required.	Follow #4.	Informal hearing. If informal hearing substantiates allegation student is terminated.	Does not apply.
11. A non-student is caught distributing drugs, or possesses, uses, or is under the influence of drugs or alcohol at a school-related activity on or off school property.	Follow #4.	By police.	By police.	Required.	By police.	Does not apply.	Does not apply.

* Any confiscated substance or paraphernalia will be sealed, documented, and submitted to the police for analysis and possible use in further proceedings. The administrator will give the student a signed, dated receipt and will obtain a signed, dated receipt from the police.

SECTION 10

Health Office Policies and Safety Procedures



Health Room Procedures

A registered nurse usually staffs the health room office during normal school hours. If the health office is closed or the nurse is not immediately available, a student with urgent or emergent problem or who is in need of an inhaler or daily medication should report to the main office. Students with non-urgent or non-emergent needs such as picking up or returning forms, minor illnesses and minor injuries are not to wait in the corridor for the nurse to return, but should return immediately to the class. A pass to the school nurse is required.

When a student becomes seriously ill or injured, the parent will be notified immediately. If the parent cannot be reached, the nurse will act according to the instructions listed on the student's emergency medical data card.

Emergency Contact Numbers and Medical Information

All students receive an Emergency Information Card on the first day of school. These cards are used in the event of a student illness, incident or emergency. A Parent/Guardian must complete and sign the card and return it to the homeroom teacher as soon as possible. The Parent/Guardian must provide working emergency contact numbers including home, work and cell numbers and the name and number of at least one alternative contact in the event we are unable to reach you. Allergies and medical conditions should also be noted on the emergency card. It is the Parents'/Guardians' responsibility to keep the school nurse up-to-date with any changes in emergency contact telephone numbers and/or health conditions. The Emergency Information Cards are good for one school year only. At the start of a new school year, a new card must be completed and returned to the school nurse.

Release from School Due To Illness/Injury

When a student becomes ill in school and must be sent home, a parent or responsible person designated by the parent must provide transportation and accept responsibility for the student. Students may not leave school for illness or injury or call parents for transportation without first reporting to the nurse or an administrator. Only the nurse or administrator may dismiss a student from school in this situation.

Students who are ill or injured are prohibited from contacting a parent/guardian directly for pickup without seeing the school nurse first. In the absence of a school nurse the student must report to an administrator. Any student who contacts a parent for early dismissal without being evaluated by the school nurse or an administrator first, will be considered unexcused.

Students who walk, drive or travel by city bus to school will only be released by these methods with the approval of the parent/guardian, the school nurse and an administrator. The school nurse at her discretion may deny walking/driving/bus privileges to a student being dismissed who is at risk for medical complications or may not be able to travel safely home. Examples of students at risk for medical complications or who may not be able to travel safely home include, but are not limited to, students with high fever, head injury, breathing difficulties, severe injury, dizziness and moderate to severe vomiting. Students should not be sent to school when ill solely for the purpose of obtaining an excused dismissal from the school nurse. Not only is this detrimental to the student's wellbeing, but poses the potential for the spread of infection to staff and students.

Cell Phone Use in the School Health Office

Use of cell phones and other electronic devices are prohibited in health office without the prior permission of the school nurse. Photography (video and still) is prohibited at all times in the health office.

Administration of Medication

Please note: Acetaminophen (generic Tylenol) and Ibuprofen (generic Advil/Motrin) are not included as part of the CTECS' Nurse Standing Orders. If a parent wishes their student to receive either of these medications, the parent will need to obtain a physician's order from a Primary Care provider/licensed prescriber indicating such. As, with all other orders, the order will be valid for the entire school year, unless otherwise indicated by the prescriber. The school nurse will still have available in stock, Acetaminophen/Ibuprofen. The nurse can receive faxed orders as is the case with order medical orders/information from the provider.

A health care provider, who is licensed to prescribe in the state of Connecticut, must order any medication, including over-the-counter medication, administered during the school day. No medication will be given without a licensed prescriber's authorization. The physician's order must include the name, indication for, strength, dosage and administration schedule of the prescribed medication. Students may not carry or self-administer medication without the written permission of both the health care provider, licensed to prescribe in the state of Connecticut, and parent/guardian to do so. Medications commonly carried and self-administered include asthma inhalers, EpiPens and diabetes medications.

The ordering health care provider, the school nurse and parent will determine the student's ability to safely self-administer the medication. The ordering healthcare provider and parent/guardian must sign the permission to self-medicate statement on the Medication Authorization Form. A student may not self-administer these medications without this form on file with the school nurse.

A parent/guardian of a student requiring medication during school hours (whether administered by the school nurse or self-administered) should contact the school nurse to obtain a Medication Authorization Form to be completed by both the physician and parent/guardian. The form can also be found on the school nurse page of the school's website.

A parent/guardian or responsible adult is required hand-deliver the medication directly to the school nurse or an administrator (with the exception of medication for self-administration). The medication must be in its original container with the student's name, name of medication and instructions for administration clearly printed on it.

Medication must be picked up by the last student day or it shall be discarded accordingly. The medication authorization order form is good for one calendar school year only. It will expire on the last day of the school year. Upon the start of a new school year, a new medication authorization order form will be distributed. This order form must be completed/signed by the parent/legal guardian and returned to the school nurse.

Please see Section 12 for field trip and work based learning policies on the administration of medication.

Use of Sunscreen Products by Students

Students may possess and self-apply an over-the counter sunscreen product while in school prior to engaging in any outdoor activity as long as a parent/guardian has provided written authorization. Parents and guardians may provide such authorization by signing the district's "Sunscreen Permission Slip" and submitting the form to the school nurse. Students who are age eighteen or older are not required to have the authorization of a parent or guardian.

Health Counseling

The school nurse provides health counseling on a routine basis during normal health center hours of operation. When a parent/guardian has a concern about the student's health, they are encouraged to discuss it with the school nurse.

Tobacco Use

Tobacco use is more than a discipline issue; it is an addiction issue. Research demonstrates that school-aged children can more quickly become dependent on nicotine than do adults. As such, the **CTECS** will employ a restorative justice framework to address tobacco-related policy infractions.

Students with Chronic Medical Condition Orders

At the start of each school year any student with an identified chronic medical condition/conditions must have their medical orders reviewed by their Health Care Provider. These orders can be renewed or updated as deemed necessary at that time.

Students with Life Threatening Food Allergies

CTECS' Plan for Managing Life-Threatening Food Allergies assists its Technical High Schools in effectively managing the health and safety needs of children with life-threatening allergic conditions. The plan includes:

- Overview of food allergies and anaphylaxis
- Districtwide food allergy management plan
 - Identification
 - Prevention
 - Administration of Medication(s)
 - Development of Individual Health Care Plan
 - Education & Training
 - Communication Measures

CTECS' Plan for Managing Life-Threatening Food Allergies is available on the district's website.

Care of the Student with Diabetes, Type I

The school nurse has primary responsibility for planning and implementing care for the student with diabetes, including the development of and individualized health care plan and emergency care plan in conjunction with the student, the student's parent, the student's health care provider, and student support personnel. The school nurse is responsible for developing a classroom emergency care plan for each student with diabetes, regardless of the student's level of independence. This plan will be reviewed with school staff responsible for supervising the student during the school day and for school sponsored activities.

Parents are responsible for supplying the school health office with blood glucose and ketone monitoring supplies, insulin administration/pump supplies, routine and PRN medications ordered for the student during the school day and a glucose source to be used in the treatment of hypoglycemia (low blood sugar). Students are allowed to carry their own diabetes care supplies with the proper documentation in place. Parents of students who are independent with diabetes care are encouraged to provide extra supplies to be kept in the health office.

In accordance with the law, the **CTECS** permits students with the required documentation may self-test blood glucose levels anywhere and at any time on school grounds and during off campus school sponsored activities. OSHA requires that all used lancets and test strips are disposed of properly (not in the regular trash). Students who self-test and self-manage their diabetes are encouraged to check in periodically with the school nurse and to report abnormally low or high blood glucose levels.

Glucagon Administration

State law allows certain school employees to administer an emergency glucagon injection to a students with diabetes, under certain conditions and with a written authorization from the student's parent and the written authorization from the student's Connecticut-licensed physician stating the specific conditions.

When glucagon is ordered for use during the school day the parent must supply one glucagon emergency kit to be kept in the school health office. A student may also carry his/her own glucagon emergency kit with written authorization from the student's physician and parent. When a student has an order for glucagon and the order is not suspended for field trip or other off campus activity, the school nurse or glucagon administration trained staff person will accompany the student off campus for the purpose of glucagon administration in the event of a hypoglycemic (low blood sugar) emergency.

It is our goal to help promote your student's safety and independence. We have found that majority of high school students are able to safely self-manage their diabetes and hypoglycemic (low blood sugar) events. Your student's school nurse will review your student's diabetes care needs with appropriate school staff, and will help staff (and your student, as needed) to recognize the early signs of hypoglycemia and to treat accordingly, so that your student doesn't get to the point where a glucagon injection is required.

It is up to the parent along with the student and the student's physician to determine whether a glucagon order is needed during the school day. Please keep in mind the following when speaking with your student's physician about whether a glucagon order for school is necessary. We ask that you please have this discussion with your student's physician prior to the start of the school year.

- Is your student's blood sugar relatively stable? (If **no**, you may want to consider a glucagon order for school);
- Does your child recognize and know how to treat the early stages of hypoglycemia? (If **yes**, a glucagon order may not be necessary for school);
- Is your student independent in management of his/her diabetes? (If **yes**, a glucagon order may not be necessary for school);
- Is your child normally in the presence of someone capable of administering glucagon (and carries a glucagon kit), at all times, when participating in non-school sponsored activities such as clubs/sports, scouts, day trips, sleep overs, overnight trips, work, etc.? (If **no**, a glucagon order may not be necessary for school);
- Do you want your student to be accompanied by a nurse or glucagon administration trained staff person or (who will remain in close proximity to your student at all times) on all school activities including field trips, trade related competitions/testing and off campus trade production jobs? (If **yes**, you may want to consider a glucagon order for school);
- Has your child ever required a glucagon injection in the past? (if **yes**, you may want to consider a glucagon order for school); and
- Is your student newly diagnosed with diabetes or have brittle diabetes? (If **yes**, you may want to consider a glucagon order for school, until your student's diabetes is stable and/or your child is able to manage his/her diabetes independently).

Please remember that many students in our program regularly travel off school grounds with their instructors to job (production) sites and if your student has a glucagon order the law requires us to send personnel capable of administering glucagon with your student to all job sites (with the exception of work based learning program sites). Please see the Policy on Medication Administration during Extracurricular Activities including Overnight and International Travel and the Policy on Medication Administration for Students Participating in Work Based Learning Experiences for exceptions to this practice. Please contact your student's school nurse with any questions.

Communicable Diseases

A student with a communicable disease that is easily transmitted in the school setting, such as influenza, chicken pox, mononucleosis, head lice, scabies, conjunctivitis, impetigo, and ringworm, etc., may be excluded from school by the school nurse and directed to see his/her health care provider. The nurse, in

the case of a communicable disease that is easily transmittable in the school setting, may request a health care provider's written statement that the student is cleared to return to school.

Guidelines to assist you in determining whether your child should be kept home from school include:

1. A student with a temperature of 100.4 must be fever free (without the use of fever reducing medication) for 24 hours before returning to school.
2. A student with an illness requiring treatment with an antibiotic must be taking the antibiotic for at least 24 hours before returning to school.
3. A student suffering with vomiting and/or diarrhea must be symptom free for 24 hours before returning to school.

Injuries/Accidents

All injuries or accidents occurring on school grounds should be reported to a teacher, the nurse, coach or administrator immediately. A student who is asked to see the nurse may not refuse to comply.

Temporary Use of Crutches or Wheel Chair in School and Shop

Due to safety concerns any student who is required to use crutches or a wheel chair or is unable to wear a work boot due to injury or surgery (on a short-term basis) may be reassigned from shop. During this time the student will be given work that may be completed while sitting or with limited standing in a safe location. The student may participate in all theory classes.

The parent/guardian will provide the school nurse with documentation from a physician stating anticipated duration of crutch/wheelchair use, medical orders, activity restrictions including PE and sport restrictions, necessary accommodations (i.e. elevator use, assistance to and from classes).

Accommodations will be made for any student with any long-term needs related to mobility.

Immunizations

In accordance with Connecticut State law; CTECS requires that all students be successfully immunized against Diphtheria, Tetanus, Pertussis (Whooping Cough), , Tdap/Td: 1 dose for students who have completed their primary series. Students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap. Polio, at least 3 doses. The last dose must be given on or after 4th birthday. Measles, Mumps, Rubella (MMR), 2 doses separated by at least 28 days, 1st dose on or after 1st birthday. Varicella (Chicken Pox): 2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease. Meningococcal 1 dose. Polio, Measles, Mumps, rubella (German Measles), Varicella (Chicken Pox), Meningococcal Conjugate. New entrants, defined as any student who is new to the school district must submit written proof of the required immunizations prior to attending school. Lab confirmation of immunity is only acceptable for hepatitis A Hepatitis B, Measles, Mumps, Rubella and Varicella. Verification /confirmation of Varicella disease must be submitted in whitening by a MD, APRN, or PA that the student has a previous history of disease based on family or medical history.

If the student is not be immunized due to medical reasons, a statement from a physician or the parent as appropriate must be provided.

State law requires all students who present a religious exemption to immunizations to submit the exemption upon school entry and again at entry into 7th grade and that such religious statements be acknowledged by specific legal authorities: a judge or family support magistrate; a clerk or deputy clerk of a court having such a seal; town clerk; a notary public; justice of the peace; or an attorney licensed to practice in the state of Connecticut.

Parents are also encouraged to speak to their health care provider about whether the Human Papilloma Virus (HPV) vaccine series is appropriate for their student.

Hepatitis A Vaccine

In accordance with the Connecticut State General Statute, 10-204a-Requirement immunizations; as of August 2011, any child born on/or after January 1, 2007, must show proof of vaccination and/or immunity, for the Hepatitis A Vaccine. This would be in effect for freshman students' class of 2020-2021 and beyond.

Mandatory 9th Grade Physical Examination

In compliance with Connecticut State law the CTECS requires all students entering the 9th grade to undergo a health assessment. This health assessment must be completed by the end of the 9th grade school year. The CTECS will provide access to a free health assessment to any student whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program. The CTECS may partner with various community agencies to make this free exam available to qualified students. It is the responsibility of the parent or guardian to request this service, in writing by November of the student's 9th grade year. Students may be excluded from entry into the 10th grade if not in compliance with this policy.

Oral Health Assessment

Each student in grade nine will be asked to submit evidence of an oral health assessment. The oral health assessment shall include a dental examination by a dentist or a visual screening and risk assessment for oral health conditions by a dental hygienist, legally qualified practitioner of medicine, physician assistant or advanced practice registered nurse. Students who do not have a regular dental provider should contact the school nurse for information about free dental health clinics.

Vision, Hearing and Postural Screenings

In accordance with the Connecticut State law, both the vision and hearing screenings are required for students in Kindergarten and Grade one and then in grades three through five. Postural screenings are required for female students in grades five and seven and for male students in grades eight and nine.

Medical Requirements for Participation in Interscholastic Sports Activities

Before the student will be allowed to practice and/or compete in any interscholastic sport activity, a physical exam including the health care provider's medical release to participate in athletics must be on file in the office of the school nurse. The "blue" physical form is now acceptable for athletic exams, provided the appropriate portion of the form is completed by the students' health care provider.

Sports physical exams are to be returned directly to the school nurse.

The sports physical examination is valid for thirteen months from the date of the previous sports physical exam.

The privilege of participating in physical education classes, athletic programs, competitive sports and field day is not dependent on a student's disability, HIV or other chronic illness status, when there is healthcare provider's medical release to participate and current physical examination on file. School officials will make reasonable accommodations to allow students living with these conditions to participate in school-sponsored activities.

Please contact your student's school nurse if your student is participating in sports and has a prescription for an EpiPen, Asthma Inhaler, Glucagon or other emergency medication.

Pesticide Applications

Staff and parents or guardians of students may register for prior notice of pesticide applications in the building or on the campus during the current school year. The school maintains a registry of persons requesting prior notice and such persons are provided with notice at least 24 hours prior to application. The notification procedure is usually by mail and includes:

- A description of the name of the active ingredient in the pesticide being applied;
- The target pest;
- The location of the application; and
- The name of the school official who may be contacted for further information.

A record of pesticide applications at a school during the prior year is also maintained.

Safety

Safety is taught in all shops, laboratories and classrooms. Each shop, piece of equipment, and job has a safety procedure that must be followed carefully. Any student found not observing the safety procedures will be subject to disciplinary action.

Safety glasses must be worn in all specified areas. (Safety lenses must have a minimum thickness of 3.0 millimeters, properly monogrammed, and mounted in a safety frame). For those students who wear glasses, prescription safety glasses are required.

Student Insurance

Student medical insurance is available for a nominal fee. If parents do not have a regular family health plan, they are strongly urged to purchase either 24-hour or during-school coverage. Student insurance applications will be sent home with the students at the beginning of the school year. Additional applications may be obtained from the school nurse.

All student athletes participating in interscholastic, intramural and club sports are covered by athletic insurance at no cost to the student. This policy covers only the portion of the cost not picked up by the student's own insurance.

The policy does not cover accidents or injuries occurring during regular school activities. The policy number may be obtained from the school nurse or coach.

Instructions and claim forms are located at: <https://commercialtravelers.com/media/316022/form-2015w.pdf> or obtained from the school nurse or coach.

For accidents occurring during sports play or practice, part A of the claim form must be completed by a representative of the school. This can be the coach, the school nurse, an administrator or staff supervising an intramural or sport club; usually whoever was supervising the student at the time of the injury. The parent/legal guardian is responsible for completing the remainder of the form and submitting to the insurance company. When a student athletic injury occurs the claims process should be started immediately.

Student Transportation Vehicle Rider's Rules

The **Connecticut Technical Education and Career System (CTECS)** Student Transportation Vehicles (STV) are utilized and scheduled for educational reasons. While on any trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the trip's activity. The same policies that are in effect while on the **CTECS** campus, are to be upheld while on a school-sponsored activity.

Guidelines have been established for the use of the STV.

Each student is to be assigned a seat while on a STV. Students are responsible for the seating area of the STV assigned to them. The school administration and staff may conduct an inspection of an STV to maintain the integrity and security of the STV. Students may be assessed damage to equipment or materials.

In accordance with the state law, the school reserves the right to withhold grades, transcripts or report cards until the student pays for the damaged content on the (STV). However, the school district will not withhold a transcript from a college or other secondary school to which the student has applied.

Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. All students must sign an acceptable use policy which indicates that a student agrees to use the STV in a safe and compliant manner as instructed by the driver. This form must also include a signature from the student's parent/guardian.

All accidents, injuries and unusual incidents must be reported to the school principal, who shall make a report to the Superintendent.

Fire Drills – Evacuation – Lock Down – Lock Out

A fire drill, lock out or other school evacuation is a rehearsal of a procedure that may someday save your life. It is a serious preparation for conduct during a possible emergency. Each of your teachers is aware of the procedures to be followed during a drill. The evacuation route for each room will be explained by each of your teachers. You are to follow their direction during a drill as well as in an emergency situation. The students who are leaving from a particular room are to remain with that group, under the teacher's supervision, during the entire drill.

In a lock-down drill if you are in a classroom you are to remain in that room and follow the teacher's instructions. If you are in the hallway you will need to enter the closest classroom. Students will remain in classrooms until the all-clear signal is given.

SECTION 11

Organizations, Clubs and Extracurricular Activities



Academic/Career Technical Education (CTE) Requirements for Eligibility to be a Student Council Officer, SkillsUSA Officer or Class Officer

1. Any student failing his/her career pathway program is ineligible;
2. A student must maintain a GPA of 70 to be eligible; and
3. When a student is academically ineligible at the end of the first or second marking period, a review can be conducted at the mid-point of the next marking period. He/she can obtain a form from their advisor and have it signed by all of his/her teachers to show that ALL courses are being passed for the year (not just the marking period) then that student could be classified as eligible once again.

Student Activity Program

Fees/Dues: Each school shall set acceptable fees/dues to include cost of admission to Student Activity Program events, graduation expenses and class events, and individual student dues paid by members of approved student organizations. Each school will set a Student Assistance Fund to assist student experiencing financial hardship. Guidelines are outlined in the Student Activity Manual.

Failure to pay dues may result in limited participation in student activities other than graduation.

Academic/Career Technical Education (CTE) Requirements for Eligibility to Participate in Extracurricular Activities

1. Any student failing his/her career pathway program is ineligible.
2. No student may fail more than one full-credit course (math, science, English, social studies) and one partial-credit (physical education, art, health, computer) course and be eligible.

Athletics Eligibility Requirement for Participation in Interscholastic Sports

The athletic program is an important and integral part of the total school program and is open to participation by all students enrolled at a **Connecticut Technical Education and Career System**. Athletics serve as a base for the development of a positive self-image for all participants encourages individual and group excellence, dedication, and commitment in working toward team goals, contributes to the participants' growth in physical fitness and skill, fosters mental alertness, emotional maturity and social interaction. While the high school athletic program serves as an arena for the student/athlete to display his/her talents, student/athletes, must in turn, be willing to assume certain responsibilities.

Participating in sports is a privilege not a right. Students not in attendance for the school day cannot participate in practice, scrimmages or games.

Sudden Cardiac Arrest and Concussion Informed Consent

Each student athlete and parent or legal guardian must review and sign the sudden cardiac arrest and concussion informed consent forms prior to the start of the season of any interscholastic or intramural athletic activity.

The **Connecticut Technical Education and Career System** adheres to C.I.A.C. Eligibility Rules and those listed below:

A student is not eligible:

1. If he/she is not taking four (4) units of work or the equivalent. (Rule I.B.);

2. If he/she failed career pathway program at the end of the last marking period. The final average grade in career technical education determines fall eligibility. (Rule I.D.);
3. If he/she has failed more than one full-credit course (i.e. math, science, English, social studies) and one partial-credit course (i.e. art, health) at the end of the last marking period, the final academic grade averages determines fall eligibility. (Rule I.D.);
4. If he/she has failed physical education. (CTECS Rule);
5. To start a sport during a season in which his/her twentieth (20th) birthday falls. The season is from the first allowable play date until the posted date of the state championship in that sport;
6. For 30 calendar days if he/she has changed schools without a change of legal residence provided both the receiving and sending school Principals sign a Transfer Waiver Form attesting that the student, to the best knowledge of the Principals, did not transfer for athletic reasons. (Rule II.C.);
7. If he has consecutive semesters, or four consecutive years of eligibility from the date of initial entry into ninth grade. A student may not participate in a specific school sport for more than four seasons in grades 9-12.;
8. If he/she plays or practices with an outside team in the same sport while a member of the school team after the first scheduled game in any season (Rule II.E.). The exceptions to Rule II.E shall be:
 - i. Participation in parent/child tournaments and caddie tournaments.
 - ii. Tennis and gymnastics - a pupil may practice, but not compete, with a non-C.I.A.C. team during the season, not to exceed three (3) hours per week.
9. If he/she plays under an assumed name on an outside team. (Rule II.7); and
10. If he/she receives personal economic gain for participation in any C.I.A.C. sport. (Rule II.F.)

The **Connecticut Technical Education and Career System** determines a student athlete's eligibility based on the official receipt of the previous marking period's report card.

CIAC requires that all student-athletes and their parents sign an informed consent form developed by the school that attests they are aware of the signs and symptoms of concussion and return-to-play requirements prior to participation in any athletic activity. This is required by statute.

Cheerleading

Providing cheerleaders for boys teams but not for girls' teams in the same sport is a form of unlawful discrimination. Title IX requires that cheerleading be provided on an equitable basis whenever the same sport is provided for both boys and girls.

This means that a cheerleading squad that cheers for boys' basketball must also cheer for girls' basketball. If there is only one cheerleading squad at the school then the squad must be split between boys' basketball games and girls' basketball games.

Please note that this ruling only applies to same sport situations, i.e. boys' and girls' basketball, boys and girls soccer. It would not apply if the squad cheered for football and did not cheer for volleyball because these are not the same sport.

Medical Requirements for Participation in Interscholastic Sports Activities

Before the student will be allowed to practice and/or compete in any interscholastic sport activity, a physical exam, including the health care provider's medical release to participate in athletics, must be on file in the office of the school nurse. The "blue" physical form is now acceptable for athletic exams, provided the appropriate portion of the form is completed by the students' health care provider.

Sports Physical Exams are to be Returned Directly to the School Nurse

The sports physical examination is valid for thirteen months from the date of the previous sports physical exam.

The privilege of participating in physical education classes, athletic programs, competitive sports and field day is not dependent on a student's disability, HIV or other chronic illness status when there is a healthcare provider's medical release to participate and a current physical examination on file. School officials will make reasonable accommodations to allow students living with these conditions to participate in school-sponsored activities.

Participation in School Activities/Absence

Students who are absent from school will not be permitted to participate in interscholastic athletic contests, athletic practices, extracurricular activities, or other school-sponsored activities on the days they are absent from school. Coaches and advisors will check daily attendance sheets for compliance with this regulation.

National Honor Society

Membership in the National Honor Society is an honor bestowed upon students based on outstanding scholarship, leadership, service and character as demonstrated in the school and greater community. Once selected, members have the responsibility to continue to maintain the standards. (Contact school for more details.)

Rho Kappa National Social Studies Honor Society

Rho Kappa Social Studies Honor Society is a national organization for high school juniors and seniors recognizing excellence in the field of Social Studies. Rho Kappa provides national recognition for outstanding students and encourages an interest in, understanding of, and appreciation for, the Social Studies. Students who have successfully completed 2 years of social studies and meet a minimum 3.0 GPA may apply. The application process requires candidates to show participation in activities that demonstrate civic engagement in school or community and their desire and aspiration to be a member of the organization. Applicants must have a letter of recommendation from a current faculty member. Selection of eligible students and their election to the organization shall be determined by the faculty sponsor, faculty selection committee, and the high school administration. Candidates must meet the GPA, social studies course completion requirements and the application requirements listed above.

Parent/Faculty Organization (PFO)

We encourage parents to participate in the Parent Faculty Organization (PFO). Parents, teachers and administrators should always work together in the best interests of students. Research has shown that students whose parents are involved in their education do in fact perform better in school. Such students get better grades and test scores, more long term academic success, and display more positive attitudes and behaviors.

Class Organizations

Each class elects four officers for the year: a president, vice president, secretary and treasurer. The class officers meet with faculty advisors to plan social functions for their class. They may sponsor dances, talent shows etc. Fundraising is often done to begin to build a treasury that can partially defray the expenses.

SkillsUSA

SkillsUSA prepares America's high performance workers. It provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service activities.

Participation in SkillsUSA provides a student with these opportunities:

- A chance to learn and practice employment skills and leadership skills that will result in greater confidence;
- Opportunities to compete in the SkillsUSA Championships at the state and/or national levels;
- Opportunities for scholarships, awards and honors;
- Job contacts and networking opportunities;
- Recognition from peers, teachers and leaders within the community;
- Opportunities to attend leadership conferences at the state and national level
- Access to SkillsUSA employment resources; and
- Chances to travel meet a variety of new people and develop meaningful friendships

Student Council

The Student Council serves to develop attitudes of citizenship and the practice of good school citizenship, to promote school spirit, to provide a forum for the exchange of student ideas, to charter clubs and other school activities, and to promote the general welfare of the school.

The Student Council shall be comprised of representatives from each class. There shall also be at least one faculty advisor, appointed by the school principal, assigned to oversee the Student Council. All student clubs/organizations shall have a slate of student officers elected from the membership through the democratic process. There shall be a minimum of four elected officers: a president, a vice president, a secretary and a treasurer.

Membership is as follows:

1. A minimum of sixteen (16) members with representation from each grade shall be selected in accordance to the by-laws and Policy and Procedures for the Student Activity Program. Student Council members shall be determined by the 30th of September in the school year; and
2. The Student Council shall be comprised of representatives from each class. There shall also be at least one faculty advisor, appointed by the school principal, assigned to oversee the Student Council. All student clubs/organizations shall have a slate of student officers elected from the membership through the democratic process. There shall be a minimum of four elected officers: a president, a vice president, a secretary and a treasurer.

Proms

Extracurricular activities in the **CTECS** are school sponsored events. Attendance at extracurricular activities is a privilege and students as well as guests are expected to comply with all school rules. In addition activities at such events must be approved in advance of the event and standards may be imposed regarding dress.

Rules regarding guests

- All guests must be approved by the building principal;
- Guest must be 20 years old or younger, and a minimum age is up to the principal; and
- Guests may be searched upon arrival or during the event.

Rules regarding attendance

- Entry to the event may be prohibited;
- Late arrivals may not be permitted to enter;
- Students and guests may be removed for non-compliance with standards of dress and behavior;
- If students leave excessively early, parents may be contacted; and
- If there is evidence of alcohol use or possession, or other evidence of impairment, law enforcement will be contacted.

Graduation and Senior Events Guidelines

The guidelines will assist schools in planning graduation exercises, out-of-state senior class trip and other events.

The highlights included in the guidelines are listed below:

- Timelines for each major senior event to increase student participation;
- Responsibilities for the class advisor(s) and school graduation planning committee;
- A guide for selection, participation and attendance to meetings for senior representatives and sub-committee(s);
- Clarification regarding class dues;
- Information regarding graduation date, program, and site;
- Information, timelines and basic rules for the planning of the 3-day out-of-state senior class trip;
- A list of other senior events commonly held by schools;
- Timelines and information for the senior prom and facility;
- A list of successful fundraisers, out-of-state senior class trips, and travel agents/bus companies' recommendations collected from the schools; and
- A generic calendar with timelines for the school year.

Other classes may choose to follow the guidelines to plan a 3-day out-of-state class trip, providing that planning has not yet been completed and preparation, coordination, and funding allow the trip.

Yearbook Guidelines

Initial review of content, page, and final proof review is completed by the yearbook advisor, assigned review committee, and school principal. Appropriate pictures and text included should follow **CTECS** and school policies. Yearbook policies must be prepared and communicated to students and parents. For example:

- Students are required to be photographed in appropriate clothing that conforms to the dress code but not necessarily the school uniform;
- Students may not be photographed with anything that violates the discipline code;
- Students may not be photographed with props or with logos/pictures on clothing;
- Photographs may not contain gestures or expressions that are offensive, negative or insulting.
- Photographs and text may not contain hidden messages; and
- Display of weapons is not permitted (except photos of Rifle and Archery Team in sport session).

The principal has the authority and the responsibility to review yearbook pictures for conformity with the above.

SECTION 12

General Information



Age of Majority

Any student eighteen years of age or over is considered an adult and has the same rights, privileges, duties and responsibilities as any adult while in attendance at a **Connecticut Technical Education and Career System**. The **Connecticut Technical Education and Career System** recognizes its responsibility to the parents of secondary students regardless of the age of the student in its charge. The school will continue to maintain contact with parents of all secondary students who reside at home and/or continue to receive support from parents.

Work Based Learning

Work Based Learning (WBL) is offered as an extension of the career cluster/career pathway programs offered in the Career Technical Education (CTE) component of the school year.

Career Technical Education WBL is offered in the trade/technology cycle to include and supplement the instruction scheduled during the school day. Students are allowed a maximum release from school time based on being either a junior or senior student. The experience may legally extend beyond the school hours. The student's shop grade reflects input from the employer and the release time from school replaces the credit bearing time in the shop or at a production site. WBL may be extended to the academic cycle if the students schedule permits and they are a participating WBL student. This would be in lieu of senior release or last period(s) study halls.

In order to be eligible to participate in the WBL program students must meet at a minimum the following criteria:

- Successfully complete their sophomore year at a technical high school;
- Be at least 16 years old;
- Maintain an overall marking period grade average of 70 or above, with no failures, and a minimum grade of 70 or above in Career Technical Education and;
- Demonstrate career pathway proficiency based on performance criteria established in the curriculum.

Final decision of eligibility rests with the principal in consultation with the trade/technology department head, the student's counselor, and the WBL coordinator. Students under the age of 18 enrolled in a WBL program are permitted to work in most age restricted and hazardous occupational areas.

The student may be withdrawn from the program by request of the student's parent/guardian, the school, the employer, or the student.

Fundraising Activities

Direct solicitation of donations of money or goods on school property during regular school hours is disruptive. Students are not permitted to sell anything that is not school sanctioned, including raffle tickets, and they are not permitted to conduct fundraising and collect money for donations. Indirect forms of charitable solicitation on school premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation may be approved by the principal.

Electronic Information Resources Access Agreement

In order to protect the performance and maintain the integrity of the **CTECS** network all staff and students must use electronic information resources appropriately.

By signing the student/parent acknowledgment signature page of the student handbook, I, as a user of the **CTECS's** electronic information resources and computer networks, acknowledge that I have read, accept and agree to abide by the Electronic Information Resources Policy of the **CTECS** and with the following preconditions of my use of the **CTECS** electronic information resources:

1. I will use electronic information resources only for educational and research purposes — and only as those purposes are consistent with the educational objectives of the **CTECS**;
2. I will use the electronic information resources in a responsible, ethical and legal manner at all times;
3. I will use electronic information resources only with the permission of the responsible teacher or staff member;
4. I will be considerate of other electronic information users and their privacy, and I will use polite and appropriate language at all times while accessing and using these resources;
5. I will not give out any personal information about myself or anyone else while using these resources;
6. I will make responsible decisions while accessing and using these resources;
7. I will not knowingly degrade or disrupt electronic information resources, services or equipment, and I understand that such activity may be considered to be a crime and includes, for example, tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks or network services or violating copyright laws;
8. I will not use any device that can connect with school computers without permission as they may contain malware or viruses that can cause network problems;
9. I will immediately report any problems or breaches of these responsibilities to my teacher or to the school personnel who is monitoring my use of these resources;
10. I will report all security problems I identify while using these resources to my teacher or to the school staff who is monitoring my use of these resources;
11. I will act responsibly at all times and will avoid other activities that are considered to be inappropriate in the non-electronic school environment;
12. If I do not follow these rules, I know that I may lose my privileges to use the computers at school, that I may be disciplined for not following the rules and that I may have to pay for any damage I may cause by my misuse of these resources;
13. I am aware that the inappropriate use of these resources can be a violation of local, state and federal laws and that I may be prosecuted for violating those laws;
14. As with any personal property it is my responsibility to safeguard my own electronic devices; and
15. In addition, posting or texting mean-spirited, threatening, or inappropriate texts during the school day or after school hours may result in consequences for disruption of the educational process.

Note: Parental acknowledgement and/or agreement are recorded by a separate document that lists every item for which the school requests consent. See last pages.

Electronic Communication

We have started to routinely collect parent/guardian e-mail addresses - as well as cell phone numbers - as part of the student's educational record, and parents and staff now expect to communicate electronically. Electronic response is encouraged because it is much more efficient and we are providing

you with the following guidance. Questions and answers are also provided (Contact school for more details) to provide further clarification.

Sharing of Student Information Across Email

Please be advised that under FERPA and/or current CSDE Agency Policies, the following student information can be shared across e-mail with members of the school administration, teachers and other CSDE staff:

- Name
- District ID#
- State ID#
- Address
- School
- Courses/Credits
- Grades
- Attendance/Disciplinary
- Participation in Activities/Location
- Reduced Lunch Program Status
- Age
- Gender
- Ethnicity
- Special Education/disabilities

All the above information can be e-mailed to administration, teachers, CSDE staff and parents. Any audience outside of the ones mentioned should be discussed. This is not public information and cannot be distributed to the general public.

In addition, student/parent information (names, school, e-mail/telephone numbers, etc.) can be stored on outside contractors' servers for use for electronic message systems which alert in case of delays/closings/emergencies if there is a proper confidentiality agreement in place.

Sharing of Staff/Teacher Information Across Email

The following staff/teacher information can be shared across e-mail with members of the school administration, teachers, CSDE staff or general public:

- Certification status
- Address
- Salary
- Years' Experience
- Teaching Schedule
- NCLB/Highly Qualified Status

All this information is public information and can be shared. Basically only the Social Security Number (SSN) cannot be shared. Teacher Certification, by statute, has an exemption on the use of SSN. With other systems you need to exhibit your best judgment in keeping the data secure until a replacement system or alternate identifier is deployed. Data collections such as the ED-163 Certified Staff File still require use of SSN. Any files containing sensitive data such as SSN need to be stored on the network in secure folders with access to only staff that needs to know. Data of this type should not be stored on a computer hard drive or laptop. This would be in violation of department and state policies unless the proper approvals from the Commissioner are obtained.

Field Trips

Field trips may be scheduled for educational reasons. 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.

Every effort shall be made to provide resources for all interested and eligible students to participate in a school-sponsored trip.

Permission slips signed by a parent/guardian shall be required of all students participating in school trips and must be on file. Blanket permission may be obtained for such activities as athletic trips.

If a student needs to take medication during a field trip or requires an inhaler or EpiPen the parent should call the School Nurse at least 2 weeks in advance to discuss the student’s needs.

All school trips shall begin and end at the school.

All accident’s injuries and unusual incidents must be reported to the school principal, who shall make a report to the superintendent.

Library Media Center

Students are invited to use the books, magazines, newspapers, filmstrips, electronic materials and equipment and other materials located in the media center. Students are responsible for any material they sign out or devices that they use. Materials must be returned to the librarian at the circulation desk. Students must pay for any materials or equipment that they lose or damage. A student’s grades, transcript or report card may be withheld until a student’s obligation is met.

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions.

Lockers

Each student is assigned a locker. It is the responsibility of the student to see that the locker is kept locked and in order at all times. Students should not compromise security by sharing their lockers and combinations. The school administration may conduct inspection of lockers or other school property such as desks, workbenches, and school vehicles to maintain the integrity and security of the school environment.

Lost or Damaged Textbooks, Library Books, School Materials

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed damage to textbooks, equipment or materials. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials. However the school district will not withhold a transcript from a college or other secondary school to which the student has applied.

Military Service

Students who intend to enter a branch of the military service, or are interested in applying to any of the service academies should consult with a recruiter and their guidance counselor. Male students are required by law to register with Selective Service at the local post office upon their eighteenth birthday Please access forms at www.sss.gov as well as the post office. The post office is still a valid site but some no longer carry the forms and the website is more efficient.

Pledge of Allegiance

Students shall be encouraged to recite the Pledge of Allegiance. However, no student shall be required to participate. A student who declines to recite the Pledge of Allegiance may remain seated while classmates stand.

Students have the responsibility to respect the rights and interests of other students. Therefore, all students are expected to respect the choice that each student makes regarding participation in the Pledge of Allegiance.

Time shall be made available for students to recite the Pledge of Allegiance each day that school is in session, preferably at the beginning of the school day.

School Improvement Team (SIT)

School Improvement Teams are comprised of teachers, parents, administrators, and students. The group represents its various constituencies on the team that provides input in planning the future of the high school, as well as to improve student performance.

Sale of Items, Raffle Tickets

Students are not permitted to sell anything that is not school sanctioned including raffle tickets and they are not permitted to accept money for donations.

Fundraising is permitted in connection with school-sponsored projects approved by the principal. The mechanics or procedures of fundraising will neither be an unacceptable burden to teachers or other school staff members nor subject the school to inappropriate risks or responsibilities in handling funds. Products for sale must meet the requirements of the Wellness Policy.

School Food and Nutrition Program

The **Connecticut Technical Education and Career System (CTECS)** has a computerized Point of Sale System (POS). The POS system processes free, reduced, paying and prepaying students. All transactions require the student to enter a Personal Identification Number (PIN), which is their 7-digit student ID number.

Offering and serving nutritious meal choices that appeal to our students is our primary goal. **CTECS'** Department of School Food and Nutrition welcomes all parents to become involved in their child's meal activities and welcomes your son or daughter as active participants. Monthly school breakfast and lunch menus may be found on each school's website, at www.cttech.org, under "Parents and Students", "School Food and Nutrition".

The CTECS has established school lunch prices for the 2019-2020 school year as follows:

Breakfast	\$ 2.35
Lunch	\$ 3.35
Reduced Breakfast	\$.30
Reduced Lunch	\$.40

All CTECS schools participate in Connecticut Healthy Food Certification, which has specific nutritional guidelines that must be followed for all food sales outside of the reimbursable meal. Students may purchase various compliant snack items at each school through prepayments placed in the POS system, or cash.

Parents may deposit money in their child's school meal account any time during the school year. Prepayments are accepted in the school's business office. Cash and/or checks in all denominations are accepted. Checks are to be made payable to "*Treasurer, State of Connecticut*". All checks must include the student's name and ID number. A receipt for the cash or check will be issued to the student upon receipt of the payment. As students purchase meals or snack items off of their prepaid account, the purchase amount is deducted from their starting balance. Students may ask for their prepayment balance at the cashier line.

Free or Reduced Meal Application

Parents or guardians should apply on-line for free or reduced-price meal benefits at <https://www.cttech.org/parents-students/nutritional-information>. Paper applications for free or reduced – price benefits can be obtained in the school guidance office, or on the school’s CTECS website, at <https://www.cttech.org/parents-students/nutritional-information>.

For returning students who received free or reduced-price meal benefits the previous school year, this eligibility is carried over into the new school year for thirty (30) operating days. This eligibility will end at midnight on **Friday, October 11, 2019**. Parents/Guardians must submit a new household application for meal benefits prior to this date, or student eligibility will be changed to full pay for all meals.

NOTE: Due to food allergy concerns, no student may bring food or drink to school for another student. Students may bring in food for their own consumption.

Student Meal Charge Policy

The CTECS Department of School Food and Nutrition participates in the USDA National School Lunch and School Breakfast Programs and thus are prohibited from acquiring unpaid debt due to student meal charges. Therefore, students must bring money or have money on their personal account for all purchases.

- Students cannot charge meals or a la carte items in the cafeteria;
- The cafeteria staff must receive payment for all food purchases;
- Only a school administrator may give written permission for a student to charge a meal; and
- Parents/guardians may make prepayments to students’ account in the school business office. Households are encouraged to apply for free or reduced-price meals for their child at any time during the school year if the financial need exists. Applications for meal benefits are located on the district website, www.cttech.org, and in the school counselor’s office.

Hard Hats, Work Boots and Safety Glasses

Each CTECS Career Cluster will issue in writing its required dress regulations. These take into consideration safety, health, industrial standards, and the educational process. All ninth grade students are required to wear safety glasses and work boots during Phase I and Phase II of CTE Exploratory. The CTE dress requirement for Phase III of CTE Exploratory will depend on the career pathway selected. For example, extreme hairstyles may be a safety hazard (covering may be a solution).

Transportation

Transportation for students, by state law, is the responsibility of local boards of education. The law requires the board of education where a student resides to provide “reasonable and necessary transportation.” When enrollment from a town warrants it, school buses are provided. If there is insufficient enrollment to warrant a bus, a program of reimbursement is established by the sending town. Students or parents should contact their local superintendent’s office to obtain information on transportation procedures. The school will cooperate fully with local school boards, bus contractors, and bus drivers to provide safe and orderly transportation for all students. Those who violate the rules of safety, common courtesy, or the rights of others will be reported to the local superintendent for appropriate action. This could mean suspension from bus privileges either temporarily or for the remainder of the school year.

Visitors

Parents, guardians, and care-givers of students enrolled in our schools are encouraged to take an active role in the education of their children, including the scheduling of visits and participation in school-related activities. Members of the community are also welcome. However, visitors are not permitted to disrupt educational programs and activities.

1. Visitors to a school in the **Connecticut Technical Education and Career System** must report directly to the security desk and will be asked to provide identification.
2. Visitors will be provided with a nametag, which must remain visible at all times.
3. Anyone wishing to observe a class must contact the administration of the school prior to the observation. Where possible, at least twenty-four (24) hours' notice should be provided.
4. In addressing requests for classroom observation, the administration will consider its responsibility to avoid disruption to the learning environment and the privacy rights of students.
5. Visitors are expected to follow school rules.
6. Visitors should not initiate conversations with students or otherwise interrupt normal activities. Any questions should be addressed after the class, outside the classroom, to the teacher and/or administrator.
7. Audio taping, videotaping or photographing of classroom activities by third parties may be disruptive to the educational process and may invade the privacy rights of students, and will therefore not generally be allowed.
8. Any person violating any of these guidelines may be asked to leave the school premises. Failure to obey such a request may be grounds for arrest for trespass.
9. Staff members should be alert for unauthorized visitors and report their presence to the principal promptly.
10. A person is guilty of loitering on school grounds when he/she loiters or remains in or about a school building, or grounds, without a reason or relationship involving custody of, or responsibility for, a student or any other license or privilege to be there.

Volunteer Program

The State Board of education supports the use of volunteer services in the **Connecticut Technical Education and Career System** to enrich students' educational experiences and heighten their motivation. The use of volunteers frees educators from non-teaching tasks, assists in the provision of individualized instruction, and fosters continued community support and involvement. Volunteers strengthen and supplement school activities and do not take the place of school staff.

The Program of Volunteers in the **Connecticut Technical Education and Career System** is designed to meet the following objectives:

1. Provide an opportunity for parents and other interested citizens to participate in the educational programs of the students.
2. Increase the number of Connecticut citizens who are well informed about the **Connecticut Technical Education and Career System** and its array of programs.
3. Increase the amount of small group and individual attention given to **Connecticut Technical Education and Career** students.
4. Increase positive communications between school and community.
5. Fingerprinting is requested prior to the start of volunteer services.

Make community talents and expertise available to **Connecticut Technical Education and Career System** students under professional guidance.

Working Papers

Students who need working papers may obtain one by taking their "promise of a job certificate" to the School Counseling Coordinator.

Gifts to Staff

Students sometimes give gifts to staff members to show their appreciation. However, all **CTECS** school staff members are public employees therefore they must be cautious about accepting a gift from persons that have an interest in their actions. A teacher in particular impacts a student through the grading and discipline process and gifts could influence a teacher's actions. More importantly gifts may create the appearance of impropriety or conflict of interest, and thereby diminish the trust of other students.

As an alternative, students could:

- Wait until the end of the year – after grades are in;
- Offer a collective gift on behalf of the entire class; and
- Offer a gift for the classroom or program since such would become the property of the school and not the personal property of the teacher.

The maximum amount allowed for a gift in any of the above scenarios is \$100.

SECTION 13

Acknowledgements, Agreements and Opt Outs*



*The forms in this section
MUST be completed and returned to the school.

CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM

Parent Contact Information- 2019-2020

Student Name _____ **Grade** _____

Parent/Guardian Name(s) _____

Address(s) _____

Contact Information

Home Tel. #: _____

Cell #: _____

Work Tel. #: _____

Email Address: _____

ACKNOWLEDGEMENTS/AGREEMENTS – 2019-2020

Request by Non-Custodial Parent

Either parent or legal guardian of a minor student shall, upon written request to a local or regional board of education and within a reasonable time, be entitled to knowledge of and access to all educational, medical, or similar records maintained in such student's cumulative record, except that no parent or legal guardian shall be entitled to information considered privileged.

The parent or legal guardian with whom the student does not primarily reside shall be provided with all school notices that are provided to the parent or legal guardian with whom the student primarily resides. Such notices shall be mailed to the parent or legal guardian requesting them at the same time they are provided to the parent or legal guardian with whom the child primarily resides. Such requests shall be effective for as long as the child remains in the school the child is attending at the time of the request.

Discipline Policy and Substance Abuse Policy

I understand the responsibilities outlined in the Discipline Policy and Substance Abuse policy. I also understand that should my child violate either policy or other school rules, he/she shall be subject to disciplinary action, up to and including expulsion from school and/or referral to law enforcement officials, for violation of the law.

Education Records, Directory Information

Regarding education records, I understand that certain personally identifiable information about my child is considered directory information and does not require a signed release for disclosure. I understand that unless I deny the release of any or all of this information within 10 school days of the date this student handbook was issued to my child, directory information may be released. I also understand that as a parent/guardian I have a right to inspect and review all student records of my child.

Electronic Information and Resources Policy

I acknowledge and agree to abide by the Electronic Information Resources Policy of the **Connecticut Technical Education and Career System**.

Health and Safety Policies

I acknowledge that I have read the Health and Safety section of this handbook.

I acknowledge that I have reviewed this CTECS 2019-2020 Student/Parent Handbook

Parent/Guardian *Signature*

Date

Student *Signature*

Date

Print Name

Print Name

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires the Connecticut Technical Education and Career System (CTECS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CTECS may disclose appropriately designated "directory information" without written consent, unless you have advised the CTECS to the contrary in accordance with CTECS' procedures. The primary purpose of directory information is to allow the CTECS to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require schools that receive federal funding to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want CTECS to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the CTECS in writing by two weeks after the issuance of the Student Handbook. CTECS has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Dates of attendance**
- **Grade level**
- **Participation in officially recognized activities and sports**
- **Weight and height of members of athletic teams**
- **Degrees, honors, and awards received**
- **The most recent educational agency or institution attended**

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of* –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Parents who believe their rights have been violated may file a complaint with: The Student Privacy Policy Office, U.S. Department of Education; 400 Maryland Avenue, SW, Washington, D.C. 20202.

OPT OUT PROVISIONS-2019-2020

Please Sign Below **ONLY IF** You **DO NOT** Grant Permission

Release of Directory Information

I **do not grant permission** for the release of directory information to the military without my prior consent.

_____ Parent/Guardian Signature	_____ Date
_____ Student Signature	_____ Date

Sexual Health Education – 2019-2020

Your child will be receiving lessons in Sexual Health Education as part of our comprehensive health curriculum. This unit will be taught during your child’s class in Health Education.

You have the right to opt your child out of instruction in this unit. If you choose to opt your child out of this instruction, please sign the acknowledgement below.

Please note: any child opted out of Sexual Health Education instruction will be given an alternative assignment of the same duration to receive appropriate credit toward their graduation requirement in Health Education.

I **DO NOT grant permission** for my child to participate in Sexual Health Education and HIV/AIDS instruction.

_____ Parent/Guardian Signature	_____ Printed Name	_____ Date
_____ Student Signature	_____ Printed Name	_____ Date

Please note: Permission to use photographic or video images of your child will be requested separately and you will have the option to refuse.