



# Family Handbook 2022-2023



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***“Capitol Region Education Council (CREC) is an intentionally diverse social justice organization whose members work to acknowledge, respect, and empathize with people of all different identifiers, such as race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion.***

***In accordance with CREC’s mission of equity, excellence, and success for all through high-quality educational services, our staff and students commit to participate in and support ongoing equity and inclusion programming through curricular and co-curricular offerings, professional learning, and local and national partnerships. Moreover, CREC staff and students strive to understand and confront the symptoms and causes of systematic oppression—ranging from implicit biases to micro aggressions to discriminatory policies, practices and traditions—that benefit privileged groups.***

***While at CREC, staff and students commit to affirm and honor the lived experiences of others, to willingly challenge inherited beliefs and ideologies, and consequently learn, grow, and serve.”***

CREC would like to acknowledge  
The Taft School for inspiring some of  
the language used in this statement.

The logo for CREC Schools of Excellence features a stylized green leaf icon to the left of the text "CREC Schools of Excellence".

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

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## CULTURE, COMMUNITY AND CURRICULUM

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The Academy of Aerospace and Engineering PreK-12 focuses on developing a strong knowledge in science and technology. Students at all age levels learn through industry partnerships, theme-based career pathways, and rigorous core curriculum, which provide significant and meaningful opportunities to conduct investigations, gather and use information, and solve problems using scientific ways of thinking and technology as tools. In grades PreK-5, the school utilizes a thematic interdisciplinary curriculum so that students gain the ability to perceive the relationships among societal, scientific, and technological issues. In middle and high school, students take STEM-specific courses that enhance their knowledge and experiences related to the school's theme of aerospace and engineering.

### Mission

The mission of the Academy of Aerospace and Engineering PreK-12 is to design and deliver, through state-of-the-art technology, educational experiences that advance the learning of science, mathematics and technology for students of Greater Hartford. The Academy will prepare students for the advanced post-secondary education necessary to meet the demand for qualified aerospace and engineering professionals in Connecticut and beyond.

### Learning Community Expectations

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

Each one of us as a separate person and all of us together, will:

- *Care for ourselves, other people, all property and the environment*
- *Celebrate our achievements and have a positive attitude with a focus on growth and improvement*
- *Respect the viewpoints of every person*
- *Respect the culture and diversity of all members of the community*
- *Approach all tasks and each other with an open mind and a focus on solutions*
- *Work as a team to build a learning community*
- *Use good judgment and reflect on our daily practice*
- *Take healthy and positive risks that promote growth and achievement*

### Parent Involvement/Communication

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

All CREC Magnet Schools now have a home school compact which will be made available to you. We encourage you to read this document thoroughly. Please contact your school's Parent Liaison, Erin Snelling if we may be of any assistance to you.

## Contacting Teachers

At Academy of Aerospace and Engineering, we know the importance of keeping strong communication between home and school, and we encourage families to contact teachers regarding any questions or comments they may have, either via email or by setting up a personal conference. Please note that in order to maximize the amount of instructional time, we will not interrupt faculty with phone calls during teaching hours. Parents and guardians are asked to leave a voice mail or send an email, and teachers will return the call/email as soon as they are able to do so. In case of emergency, call the main office at Academy of Aerospace and Engineering at 860-529-1652, and the administrative assistant will contact the teacher.

## Curriculum

### *The STEM Theme*

A STEM school is one that encompasses the principles of Project-Based Learning (PBL) and differentiated instruction through science, technology, engineering, and math. The Academy of Aerospace and Engineering PreK-12 enables all students to be successful through its multiple instructional approaches. At the Academy of Aerospace and Engineering PreK-12, this approach to addressing the curricula will challenge learners to develop 21<sup>st</sup> century skills such as collaboration, problem solving and critical thinking skills.

The Academy of Aerospace and Engineering PreK-12 focuses on developing the four interrelated domains of STEM literacy. STEM literacy is an interdisciplinary area of study that bridges the four areas of science, technology, engineering, and mathematics. STEM literacy does not simply mean achieving literacy in these four strands. Consequently, a STEM classroom shifts students away from learning discrete bits and pieces of phenomenon and rote procedures and toward having investigating and questioning the interrelated facets of the world.

- Scientific literacy is the ability to use scientific knowledge (in physics, chemistry, biological sciences, and earth/space sciences) and processes to understand the natural world and to participate in decisions that affect it (in three main areas — science in life and health, science in Earth and environment, and science in technology).
- Technological literacy in the modern world means the ability to use, manage, understand, and assess technology. Students will know how to use new technologies, understand how new technologies are developed, and have skills to analyze how new technologies affect us, our nation, and the world. Technology is the innovation, change, or modification of the natural environment to satisfy perceived human needs and wants.
- Engineering literacy is the understanding of how technologies are developed via the engineering design process; lessons will project-based and integrate multiple subjects, making difficult concepts relevant and tangible to students and tapping into students' natural interest in problem-solving. Engineering design is the systematic and creative application of scientific and mathematic principles to practical ends such as the design, manufacture, and operation of efficient and economical structures, machines, processes, and systems.

Mathematical literacy means the ability of students to analyze, reason, and communicate ideas effectively as they pose, formulate, solve, and interpret solutions to mathematical problems in a variety of situations.

### *Reader's Workshop*

Readers' Workshop is a teaching method designed to help students become effective and efficient readers. It is a 90-minute instructional session comprised of a mini-lesson given by the teacher, independent reading, guided reading, literacy work stations, individual conferencing, read-alouds, shared readings, book clubs, group share, and response to literature. Readers' Workshop helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance.

### *Writer's Workshop*

Writers' Workshop is a creative writing time that teaches students to become writers in a risk-free environment. The main components of the Writers' Workshop include a mini-lesson, conferencing (while students write, one-on-one or small group) and sharing. The workshop setting encourages students to think of themselves as writers, and to take their writing seriously.

### *Early Childhood Approach*

The early childhood faculty consists of certified early childhood educators with the support of classroom paraprofessionals. Three- and four-year-old students are be grouped together to share the educational experience and learn from each other. Children are exposed to a variety of "hands-on" inquiry activities and materials on a daily basis within a thematic focus and in a developmentally appropriate environment. The children have the opportunity to make choices and are guided in their decision-making by the faculty. The children's peer group includes those from diverse ethnic and socioeconomic backgrounds, as well as those with varying levels of ability. They have many opportunities throughout the day to practice and refine their interpersonal and intrapersonal skills.



## GENERAL INFORMATION

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### School Hours

The hours for the 2022-2023 school year are 8:40 am – 3:35pm.

Families dropping off children are permitted to do so at 8:40 am. Before care students will be admitted to the building beginning at 7:30 a.m. School activities will begin at 8:40 am with opening exercises and morning meeting beginning at 8:45 am each day. Breakfast will occur between 8:40 and 8:55 am. Families should make every effort to get children to school on time as late arrivals impact the instructional and social time for all children.

Families picking up their children are permitted to do so beginning at 3:20 pm. Students must be picked up within 15 minutes within the dismissal time, unless they are signed up for after care. At 3:55 pm any child not picked up will be placed in Aftercare, and the family will be charged a \$25.00 fee for the day.

### Early Dismissal Days

Per the school calendar, there will be scheduled occurrences for early dismissal. On those days, students will be dismissed at 12:10 pm.

After care will run its usual hours until 5:30 p.m. on these days EXCEPT in the case of early closings due to extreme weather.

### Emergency School Closing/ Delayed Opening/ Early Dismissal (In Case of Inclement Weather)

In the event of an emergency early closing, notification to families will be made through the school's messenger system and/or available on all major television stations. Announcements for school delays or closings can be viewed on the following media: Television – WFSB, WVIT and WTNH, or by logging onto their websites. Please be sure that your child knows what to do and where to go in the event of an emergency school closing.

The Before and After Care Program will adjust its hours in accordance with the delayed opening/early closing schedule. Example: if school is delayed 1 ½ hours, the Before Care Program would begin at 9:00 on that day, instead of the normal 7:30 opening. The After Care Program will be in session on the afternoon of a Delayed Opening. If school is dismissed early due to inclement weather, aftercare will not take place and parents are requested to pick up their child **as soon as possible** after dismissal time.

### Before/After Care Program

Students enrolled in the Academy of Aerospace and Engineering Before/After Care Program are given specific drop off and pick-up times. We ask that parents adhere to the policies and procedure implemented for the Academy of Aerospace and Engineering Before/After Care Program.

The hours for the Before Care and After Care Programs are as follows:

<b>Before school hours:</b>	<b>7:30 a.m. – 8:40 a.m.</b>	<b>Half days only: 12:10-5:30</b>
<b>After school hours:</b>	<b>3:35p.m. – 5:30 p.m.</b>	

## Pick up/Drop off Procedures

At the start of the school year, families received the most current pick up/drop off procedures. These procedures have been put in place to maintain the safety of our students and reduce the traffic congestion in the parking lots. Parents are expected to follow the procedures as outlined respecting the designated times and pick up/drop off areas. Should there be any changes in these procedures, families will be notified immediately in writing.

To ensure the safety of students, please:

- Park in designated spaces only
- Drive through the parking lot slowly
- Obey all traffic signs and designed traffic patterns
- Never drive by or park in front of a bus
- Be vigilant – please try to avoid using your cell phone in order to stay alert for pedestrians
- Follow the teachers' instructions who are on duty
- Do not double park

## Changes in Pick-up/Drop off - Unusual Release from School

Guaranteeing the safety of our students during dismissal is of the utmost importance to us. Should there be a change in the transportation for a student, please send a note with your child informing the school of the change and corresponding/applicable dates for such change. While a note is the best way to ensure proper, timely notification to our staff of a change, we certainly understand that a situation may develop where this is not possible. **In such a case, please call the main office at 860-529-1652 by 11:00 a.m. on full school days and by 10:00 a.m. on early dismissal days to report the transportation change for that day. All telephone requests must be followed up with an email or fax 860-529-1743.**

Should families have a doctor's or other emergency appointment that could not be scheduled outside of school hours, we ask that families please send a note in with your child stating the time the child will be picked up and the reason for the early dismissal. Students will only be released to persons listed on the authorized pick-up/emergency contact lists maintained in the office. Should someone other than those listed on the form need to pick up the student, notification will need to be received in writing by the school. School personnel will request proper identification.

## School Visitation

We welcome parents and families, and in order to maintain safety and security, we ask that interested family members contact their child's teacher or the main office to make arrangements for their visit. On the day of the visit, visitors will be asked to sign in and prominently wear a visitor's badge while in the building.

## POLICIES AND PROCEDURES

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### EQUAL OPPORTUNITY

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

Regina Terrell is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

### Admission / Lottery Process

1. Connecticut residents are eligible to apply for admission to Academy of Aerospace and Engineering via a lottery.
2. A lottery will be held in early March for all children applying to Academy of Aerospace and Engineering. Children must turn 3 years old during the calendar year (January 1st through December 31st) for which they are applying (e.g., 2019 – 2020 must be 3 by December 31, 2020. Race/Ethnicity/Gender data will not be used for admission purposes. Those accepted will be notified by mail. When an applicant is selected in the lottery, parents need to accept or decline the position within the time frame designated in the acceptance letter, or their lottery position will be given to the next applicant.
3. All applications must be received no later than the time and date designated on the CREC website ([www.crec.org](http://www.crec.org)). No exceptions to the application deadline date will be allowed.
4. **Preference will be given, but not guaranteed, to siblings of current students at Academy of Aerospace and Engineering, provided the application is received before the application deadline and the school is notified of the prospective sibling.** Current students are defined as students enrolled in the school during the same year in which the sibling is enrolled. Limitations based on class size will always take priority over sibling preference.
5. If parents withdraw a child who is enrolled in kindergarten or any higher grade, they must withdraw all siblings.

### Registration Requirements

- Two documents showing proof of residence, such as a utility bill and lease/mortgage
- Birth certificate or passport may be used for proof of birth (if child is coming from outside the United States)
- A copy of the child's most recent report card (if applicable)
- Current Health and Immunization Records
- Completed Emergency Contact form with a minimum of two emergency contacts in addition to parent/guardian

### Updating Student/Parent Information

Should families move or change telephone number (home, work or cell), please notify the school office **immediately**. It is important that parents keep their children's records up to date.

## Attendance

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

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

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

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

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

## Excused Absence

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

- A. For absences one through nine, a student’s absences from school are considered “excused when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
  1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
  2. Students observance of a religious holiday.
  3. Death in the student’s family or other emergency beyond the control of the student’s family.
  4. Court appearances which are mandated. (Documentation required)
  5. The lack of transportation that is normally provided by the district other than the one the student attends.
  6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guide lines other
1. Per guidance provided by the CT State Department of Education in May 2013, “absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence.” (i.e.: in the case of an inclement weather situation.) No parental note is needed in the circumstance.
2. Per guidance provided by the CT State Department of Education in May 2013, Extraordinary Educational Opportunities may now be considered excused absences if the established criteria are met. Approvals for Extraordinary Educational Opportunities will be submitted by parent/guardian to the CREC Superintendent’s office 10 days prior to the trip.

### *Unexcused Absences*

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

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

### *Truancy*

A student age five to eighteen\*\* inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations.

### *Absences*

If your child is sick or will not be in school for any reason, please contact the administrative assistant at Academy of Aerospace and Engineering at 860-529-1652 between the hours of 7:30 a.m. and 9:00 a.m. Please leave your child's name, teacher's name, and reason for the absence. If you need the nurse to contact you, please leave a phone number.

Should a child be absent and the school not notified as to the reason for the absence, a member of the school staff will contact the family to inquire about the reason for the student's absence. A written note is required for all absences that exceed 4 consecutive days. Additionally, a doctor's note is required in order to return to school for all illness-related absences that require an absence of more than 4 consecutive days.

Parents should contact the student's teacher in order to take advantage of special services, such as the collection of homework assignments for the student who must be out several days.

### *Tardiness*

Students who arrive late to school or who leave early cause significant disruption to the teaching and learning process, not only for all staff and students, but also for the student who is arriving late or leaving early. Students who are not in their classrooms by 8:50 a.m. are considered tardy. All students arriving after 8:45 must be accompanied by a parent and report directly to the office in order to sign in and receive a pass to go to class. Additionally, if your child arrives after 8:50 a.m., breakfast will not be available upon arrival. A student who is repeatedly tardy may be considered truant. Further, students may be subject to disciplinary action if the principal determines that tardiness is excessive.

### *Leaving Early*

Requests for early dismissal must be submitted in writing stating the reason. Early dismissal should be kept to a minimum, as it does disrupt the classroom and the daily routine.

## Transportation and Inclement Weather

The inclement weather procedure for the Regional School Choice Office (RSCO) transportation is uniquely different than all other school district policies. We want to help clarify that procedure for you.

- If your student's school is closed, no transportation will be provided.
- If your student's school is on a delay but your home town is on schedule the bus will run on a delay.
- If your student's school is open but your home town is closed, transportation will not be provided from your town. You may drive your child to school that day but arrangements also need to be made to return the student home as the bus will not bring students home if school has been cancelled in that town.
- If your student's school is on time and your home town district has a delay, the bus will operate on a delay (the delay may be later if the bus serves multiple towns – see below).
- If your student rides a bus that serves multiple towns, the bus operates on the longest delay of those towns. Families should be aware of what towns their student's bus serves. That information can be found in the "Bus Route Information" section of our website at [www.crec.org/transportation](http://www.crec.org/transportation). Example: If Bloomfield and Windsor are transported on one vehicle to Classical Magnet School in Hartford and Hartford is on time, Bloomfield has a two hour delay, and Windsor has a 90 minute delay. The bus will run on a 2 hour delay because that is the longest delay on that route.

Delay and/or closing schedules are easily attainable from radio, television, or internet. These schedules are also posted online at [www.wfsb.com](http://www.wfsb.com) or [www.wvut.com](http://www.wvut.com). The Transportation Call Center will be staffed to answer emergency calls. It is not unusual to experience high volume of calls in the Call Center during inclement weather days. Please assist us on these days by using our Call Center only in the event of an emergency, severe delay, or no shows.

There is no perfect solution to transporting students in bad weather. Buses operate slower to be safe, delays occur due to accidents and poor road conditions, and students must wait in undesirable weather. We appreciate your patience, understanding, and cooperation during these challenging days.

If you have any questions regarding the inclement weather procedure, please call or email the CREC Transportation Office ([transportation@crec.org](mailto:transportation@crec.org)). We want to help you understand these guidelines. Call now. Don't wait for inclement weather to occur. We look forward to working with you to ensure a safe ride for your student.

## Transportation Safety Complaints/Procedures

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

## Early Childhood (Pre-K) Toileting Policy

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

## Early Childhood (Pre-K) Nap Procedure

As part of the preschool schedule, preschoolers will participate in nap time each day. Parents may wish to send in a pillow and/or blankets for their child's comfort. At the end of each week, these items will be sent home for cleaning so that we can maintain a safe and hygienic classroom environment. We thank parents in advance for their adherence and cooperation with this policy.

## Outdoor Recess Policy

Students will have recess outdoors unless it is below 30 degrees or there are severe snow/wind/ice/rain factors. The determination for outdoor recess will be made by school nurse, who will then notify classroom teachers. Please make certain your child comes properly dressed to play outside. If a child is well enough to attend school, he or she is expected to go outdoors for recess, unless there is a note from a physician stating that he/she cannot. If a child has a cast or is on crutches and has been medically excused from physical education, then they will also be excused from recess.

## Student Nutrition and Physical Activity

- In accordance with federal and state law, it is CREC's policy to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served to meet or exceed the stricter of either the federal nutritional guidelines issued by the U.S. Department of Agriculture or the "Connecticut Nutrition Standards for Foods in Schools".
- In developing goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness, CREC will, as required, review and consider evidence-based strategies and techniques.

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

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

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

## Field Trips

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

Any student whose behavior is considered detrimental to the well-being of other students while on a field trip may be prohibited from participation by the principal. While on a trip, all students are considered to be "in" school and, therefore, will be expected to conduct themselves in accordance with the school rules/policies/procedures and adhere to appropriate dress standards for the field trip activity.

## Snacks – Approved/Healthy Choices/Peanut butter

### Approved Healthy Snack List

- Bags of Pretzels
- Animal Crackers
- Fresh fruit (cut up)
- Fruit cups
- Fresh vegetables
- Cheese & Crackers
- Fruit Snacks/ Fruit Rollups
- Raisins
- Goldfish
- Teddy Grahams
- Go-gurt/yogurt
- Cheez-Its
- Graham Crackers
- Saltines
- Jell-O
- Pudding
- Trail Mix (no nuts please)
- Cereal Bars (no nuts please)
- String Cheese

This is a nut sensitive school. Students may bring peanut butter as part of their lunch if they so choose, but please be aware that they may be asked to sit apart from class mates. For those students with severe allergies, the school will maintain a peanut-free table during meal or snack times in the cafeteria. Additionally, should a child in a particular classroom have a significant allergy, families will be notified and required to adhere to the requests made by the school nurse regarding specific food items being eaten in that classroom.

## Birthday Celebrations

**Birthday celebrations will not be permitted in school. Each child’s birthday will be recognized in a special way by school administration. Aerospace Elementary School faculty may not be involved in the distribution of invitations, goodie/treat bags or student information related to outside parties. Please utilize the Family Directory for this purpose.**

## Dress Code

Dress at Academy of Aerospace and Engineering should be appropriate for an elementary school student. The following are prohibited:

- Hats or hoods
- Baggy pants or low rider pants that leave your skin or underwear exposed
- Clothing with gang significance
- Shirts that are considered to be insulting or offensive; no drug/alcohol related language, themes or pictures
- Halter tops or crop shirts
- Sneakers with wheels
- Flip flops
- Short skirts or shorts (need to be at fingertip length)

## Lost and Found

A lost and found box is located outside the main office by the elevator. When possible, it helps to have students’ names on items brought to school. Items left on the school buses are usually kept in the front of the bus. Please check the lost and found box if your child has lost an item. Items will periodically be discarded if not claimed.



## Cell Phone /Apple Watch Policy

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

- 1<sup>st</sup> – Warning, phone call to parent
- 2<sup>nd</sup> – taken away, phone call to parent and returned to the student at the end of the day.
- 3<sup>rd</sup> - taken away, sent to office and a phone call to parent to come pick it up.

## Military Families

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

## Homeless Students

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

## Gift Giving

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

## Animals in School

In accordance with CREC policy (6163.3) as well as a directive from the CREC Medical Director, “no student shall bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and Principal, in order to protect both the animal and the students. Teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes or other animals which might present a health hazard shall not be allowed without prior approval of the Principal and then only for class observation and study for a limited period of time.”

## ACADEMIC POLICIES

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### Homework

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

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

### Report Cards/Progress Reports

The purpose of the Report Card/Progress Report is to give parents/guardians a clear understanding of how their child is progressing academically, socially and developmentally, as well as an understanding of the factors that may contribute to the child's success. A progress report is sent home three times a year in December, March and June. Conferences are held to discuss the December and March progress reports.

### Parent Conferences

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

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

### Promotion and Retention of Students

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

### Student Records

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

## **English Language Learners**

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

## **Teacher and Paraprofessional Qualifications**

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

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## CODE OF CONDUCT

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CREC believes that strong academics are positively linked with appropriate learning behaviors while students are in school. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building strong relationships amongst students and all members of the school community. For students at our schools, the classroom is a smaller version of home and family. The classroom teacher is the primary person who structures routines and classroom management, which affects discipline. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures. The teacher is the best person to handle classroom discipline. However, there are times when student behavior warrants administrative involvement. Office referrals for discipline are a last resort. In each instance of an office referral, the administration will determine the appropriate consequence.

### Positive Behavioral Expectations

The Academy of Aerospace and Engineering has a belief that strong academics are positively linked with appropriate learning behaviors while students are in school. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building community among students and all members of the school community, and the development of strong interpersonal problem solving skills, which a student will carry through life.

Positive behavior in schools is essential as it helps to create a secure, predictable learning environment for children and maximizes time utilized for teaching and learning. Consistently encouraging and acknowledging positive behavioral choices in children will have a strong impact on the school culture as well as the expected standards of behavior. Academy of Aerospace and Engineering believes that this is a more effective approach to behavior management than sanctions imposed following poor choices.

For students at our school, the classroom is a smaller version of home and family. The classroom teacher is the primary person who structures routines and classroom management, which affects discipline. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures. The classroom teacher is the best person to handle school discipline, and in most cases the discipline issues are managed well at the classroom level. However, there are times when student behavior warrants administrative involvement. Office referrals for discipline are a last resort. Tier 1 behaviors are defined as those that can be resolved by teacher intervention. Tier 2 infractions are behaviors that are persistent and significantly impact classroom instruction and student learning. Tier 3 infractions will result in an automatic office referral.

In order for an office referral to be made, the teacher must fill out an “Academy of Aerospace and Engineering Discipline Referral” in which the adult will describe the incident prompting the discipline referral and the steps taken to assist the student with problem solving. The adult will also record the intervention taken prior to office referral. The administrator will then determine the action(s) to be taken.

**Note, the above steps will be bypassed if the student commits a Tier 3 infraction.**

### Student Expectations

These expectations are based upon the statement in our Behavior Policy that “Positive behavior in schools is essential as it helps to create a secure, predictable learning environment for children and maximizes time utilized for teaching and learning.”

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

To maintain calm orderly environment, children are expected and encouraged to:

1. Respect one another by keeping hands, feet and unkind words to themselves
2. Listen carefully while others are talking
3. Speak in a quiet voice
4. Take care of school materials, equipment and books
5. Clean up after themselves
6. Leave classroom/area tidy; put things away and tuck chairs under tables to create a safe environment

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

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

1. Walk calmly and quietly
2. Line up in single file, keeping hands by their sides, when going to recess, lunch or different classes
3. Use quiet voices to prevent disturbing others
4. Show respect for the work and art displayed on walls

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

Children are expected and encouraged to:

1. Play outside – weather permitting
2. Keep hands, feet and unkind words to themselves
3. Remember to throw trash in garbage cans and recyclables in bins
4. Always wear suitable clothing: in winter coats should be buttoned and boots, hats and mittens worn. **Please be aware that flip flops are prohibited for safety reasons.**
5. Play safely – throwing snow and ice, sand or wood chips is not considered safe play
6. Line up to transition when requested
7. Take turns playing with toys or bikes when there are only a few of them

## **Dangerous Weapons and Instruments**

No guns, knives or any other objects, including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. “Look-a-like” weapons which may evoke a response causing bodily harm are prohibited. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school activity will be expelled from school.

*Reference: PA 94-331 amended C.G.S. 10-233d and requires expulsion of a student who brings a deadly weapon to school.*

*PA 95-304 amended C.S.G. 10-233a through 10233f and requires expulsion of a student for a calendar year if the student is found to be in possession of a deadly weapon on school grounds. PA 96-244 adds martial arts weapons possession as cause for expulsion (C.G.S. 10-233d)*

## **Bullying, Harassment and Hazing**

Public Act No. 11-232 defines bullying as: (A) the **repeated** use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending

school in the same school district, or (B) a **physical act or gesture** by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes **physical or emotional harm** to such student or damage to such student's property, (ii) places such student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (iii) creates a **hostile environment** at school for such student, (iv) **infringes on the rights** of such student at school, or (v) **substantially disrupts the education process** or the orderly operation of a school.

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

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

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

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

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

**ALL CREC Schools:**

1. *Permit anonymous reports of bullying by students and written reports by parents or guardians;*
2. *Require teachers and other school staff to notify school administrators of bullying acts they witness and students' reports they receive;*
3. *Require school administrators to investigate parents' written reports and review students' anonymous reports;*
4. *Require each school to maintain a publicly available list of the number of verified bullying acts that occurred there;*
5. *Require each school to have an intervention strategy for school staff to deal with bullying, including language and bullying in student codes of conduct; and*
6. *Require notice to parents or guardians of all students involved in a varied act of bullying. The notice must describe the school's response and any consequences that may result from further acts of bullying.*

Should a family member need to report an act of bullying or harassment, please contact the main office for CREC's Bullying Report Form.

## **Child Abuse**

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

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

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

## **Sexual Harassment**

Sexual Harassment will not be tolerated among students of the school district. It is the policy of the Board of Education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

### **Definition**

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student, or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

### **Procedure**

It is the express policy of the CREC Council to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to the Special Services or Executive Director. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

CREC will provide staff development for district administrators and grievance committee members and will annually distribute its policy and grievance procedures to staff and students in an effort to maintain an environment free of sexual harassment.

### **Sexual Abuse Prevention and Education Program**

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

### **Smoking**

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

### **Substance Abuse**

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



## HEALTH POLICIES AND PROCEDURES

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Academy of Aerospace and Engineering promotes good health for all members of our community. It is strongly suggested that we all comply with the following to keep our students healthy and fit:

### Administration of Medication

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

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

A student with asthma or an allergic condition may carry an inhaler or an epipen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

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

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

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

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

### Immunization and Physicals

(Students in K – 12)

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

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

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

### Physical Examination

Under state regulations, a student must have a physical examination prior to entrance into Pre-Kindergarten and Kindergarten or if the student is entering school from out-of-state or country. This physical examination must be within one year prior to entrance. The school must receive a physician’s signed State of Connecticut medical form complete with immunizations prior to entrance into the school. If immunizations were denied due to medical or religious reasons, please contact the school nurse to complete a legal waiver form.

Vision screenings are conducted annually for K-5 pupils, and hearing screenings are done in Kindergarten and First Grade. Results of these examinations are noted on the child’s cumulative health record. The nurse will notify the parent if a child has not passed any of the screenings. The parent is always welcome to request additional vision and hearing screenings. Fifth graders will be screened for scoliosis (curvature of the spine).

### Health Registration Requirements

- Parents of students attending Academy of Aerospace and Engineering for the first time will need to present: **A)** A certificate of immunization **B)** Proof of medical examination in the past 12 month

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

### Early Childhood Learning Center Enrollment Requirement

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

\*Registration forms must be completed before a student is enrolled\*

### Administration of Medicine in School

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

## Emergency Medical Treatment

Parents are required to complete the emergency contact forms on a yearly basis. This form gives details of contact information as well as physician, hospital of preference, medical conditions and insurance company and numbers. It is important that a parent contacts the school if there are any changes to any of the information on the forms. **This form is of utmost importance for your child's safety.**

## Communicable Disease Policy

If your child has a fever (100° or higher), please keep him or her at home until he or she has been **free of fever for 24 hours**. **If your child has been vomiting and or has been having diarrhea, please keep them home until 24 hours after their last episode.**

The following illnesses will require students to be sent home by the nurse:

- Vomiting and/or diarrhea – student may return 24 hours after last episode
- Fever (100° or higher) – student may return after 24 fever free hours
- Severe or continuous cough
- Rash on body or face
- Conjunctivitis (pink eye) – student may return after 24 hours on medication and a note from the physician
- Impetigo (bacterial skin infection) – student may return after 24 hours on medication and a note from the physician
- Strep – student may return after 24 hours on medication and a note from the physician
- Lice – student may return after receiving treatment for the lice. Proof of treatment is needed by the school nurse (empty labeled treatment bottle) as well as examination by the school nurse. The school will notify parents if there are numerous cases of lice in the classroom.
- Scabies – student may return after 24 hours of treatment and a note from the physician. The nurse will notify parents if there are numerous cases of scabies in the classroom.
- Ringworm on the body – student may be at school while being treated for ringworm at the discretion of the nurse. Antifungal treatment must be in place and the area must be covered while at school. The nurse will notify parents if there are numerous cases of ringworm in the classroom.
- Ringworm of the scalp – student may return to school after 24 hours on prescribed medication and a note from the physician. The nurse will notify parents if there are numerous cases in the classroom.
- Fifth's Disease – student will be allowed in school except if feverish.
- Chickenpox and other childhood illness – student allowed in school per consent of physician.
- **If your child has any other illness, please report it to the school nurse.**

## Psychotropic Drug Use

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

## Asbestos

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

## Pesticide Application/Management

- The Capitol Region Education Council has adopted an Integrated Pest Management (IPM) policy for pest control within our buildings and grounds.

- The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds.

## Before and After Care Program Policies and Procedures

Academy of Aerospace & Engineering Elementary School is pleased to be able to accommodate our family's request for an extended day program both Before and After school.

**REGISTRATION:** At the start of each school year, families must complete a new registration form. Registration does not roll over from year to year. Limited Before & After Care spaces are available. Families will be notified of acceptance into the Before & After Care program prior to the start of the school year. For those families not offered a space in the program, a waitlist will be maintained. As space becomes available in the program(s), families will be contacted and offered enrollment at that time.

**HOURS & LATE PICK-UP POLICY:** Students enrolled in the Before Care program may be dropped off at the front entrance at 7:30am. Students **MUST** be signed in and out by someone 18 years of age or older and identified on the student's registration form. **The After Care program ends promptly at 5:30pm. Students must be picked up by then or a charge of \$25.00 will be applied to your account balance.** On scheduled early release days, After Care will operate from 12:10pm–5:30pm for those who are enrolled. After Care will not be provided on the last day of school.

**SUPERVISION POLICY:** Children are supervised at all times by sight and sound. All children upon arrival and departure must be marked in or out on the daily attendance sheet stating the time of arrival and departure. This is done at the time the child is released from the parent/guardian to the staff member upon arrival or from the staff to the parent/guardian upon departure. Attendance clipboards are kept with each group of children at all times. Head counts of children are completed on a frequent basis throughout the day. Maintaining attendance records in conjunction with constant supervision is critical in ensuring the safety and well-being of the children in our care. (1:10 under 6, 1:12 7-12 years of age.)

**BEHAVIOR:** It is important to note that school rules/policies also apply to the extended programs. Should the student's behavior consistently be a disruption to the Before & After Care program, the student may be removed/terminated from the program at the discretion of the principal.

**PAYMENT:** **Payments must be paid in full by the by the end each month.** Failure to pay tuition by this time will result in termination from the Before & After Care program. Once payments are made, your child/children can resume in the program again. Payments are made payable online in [Myschoolbucks.com](http://Myschoolbucks.com). If you have any questions you can contact Melanie Rose at 860-529-1652.

**Before Care: 7:30-8:40 \$131.20 Month**    **Both Before & After Care: 7:30-8:40 & 3:35-5:30 \$372.20 Month**

**After Care: 3:00-5:30 \$240.90 month**    **Half Day Only: 12:00-5:30 \$39.60 Per Day**

To assist with payment, Academy of Aerospace & Engineering Elementary School and **CARE4KIDS** have joined forces to help families financially with payment of childcare services. Any family that would like to learn more about CARE4KIDS may call 1-888-214-5437 to find out how to apply. If you are enrolled in CARE4KIDS, please note that it is the family's responsibility to keep all information and required paperwork current. **Any amount that CARE4KIDS does not cover will be the family's obligation to pay.**

**STUDENT "DROP-IN":** Due to the size and staffing of the Before & After Care Program, we are unable to accommodate drop in students.

**CHANGE IN PARTICIPATION:** Families can withdraw their child from the program at any time throughout the year. If a change needs to be made, please contact Denise Fischer, at 860-529-1652. **Please note:** that if your child is out sick or going on vacation **you will still be charged for that time your child is not here.** The only time fees would be adjusted are: Thanksgiving Holiday, winter and spring break.

**INCLEMENT WEATHER/EMERGENCY CLOSINGS:** If the Academy of Aerospace and Engineering Elementary School has a late opening, Before Care will start drop-off at 9:00am. If there is an early release due to inclement weather or an emergency there will not be After Care and your child should be picked up as soon as possible. **Any days that are missed due to inclement weather will be made up at the end of the school year at no charge.**

**LOST OR STOLEN ITEMS:** The Before & After Care program is not responsible for lost or broken items. We ask students not to bring toys to the program. We provide materials for student enrichment.

## Functional Appendixes

## Behavioral Expectations, Conduct & Discipline

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

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

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

CREC Magnet School *students* will:

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

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration and excitement of knowledge. We believe that strong academics are positively linked with appropriate learning behaviors while students are in school. We expect school rules to be followed and will work in partnership with students and families should an issue arise, adhering to CREC Policy 5144 included below.

### Article I - Disciplinary Procedures - Overview

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

**Discipline and Punishment** (continued)

### Article II - Removal



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

- 2.1 The Council authorizes teachers, with the approval of the school principal, or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom. However, no student shall be removed from class more than six times in any one school year nor more than twice in one week unless the student is granted an informal hearing by the school principal or his/her designee in accordance with Article V.
- 2.2 Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefore.
- 2.3 Each teacher shall maintain an individual student log of disciplinary action in accordance with a designated form. The teacher shall provide the original copy of such log to the school principal when referring a student for disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal must consider the case an in-school suspension or suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.
- 2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of the removal.

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

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

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

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

### **Article IV - Suspension**

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

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

### **Article V - Informal Hearing Process**

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

- 5.1 Prior to a suspension, the student will be informed of the charges which have been posed.
- 5.2 The student will meet with the school principal or his/her designee to review the incident.
- 5.3 The student shall be granted an opportunity to refute the charges against him/her.
- 5.4 Based on the information provided to the school principal or his/her designee, the school principal or his/her designee shall make a decision. However, the school principal, if he/she deems it necessary shall investigate the matter further prior to making a decision. Upon completion of the investigation, the school principal or his/her designee shall make a decision.
- 5.5 The school principal or his/her designee shall inform the student and his/her parent or guardian of the disciplinary action imposed within a reasonable period of time.

## **Article VI - General Procedure Governing In-School Suspensions and Suspensions**

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

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

## **Article VII - Expulsion**

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

- 7.1 The L.E.A. may expel a student from school if, after a hearing, the Board finds that his/her conduct endangers persons or property, or whose conduct on or off school grounds is seriously disruptive of the educational process, or is violative of a publicized school policy.
- 7.2 In the event that a school principal or other school personnel has reason to believe that the student has engaged in conduct that endangers persons or property, conduct, on or off school grounds, that is seriously disrupting of the educational process or is violative of a publicized school policy, the school principal or his/her designee shall conduct an investigation into the matter.
- 7.3 If, after completing the investigation, the school principal determines that grounds for expulsion exist, he/she shall forward such request to the Superintendent of the local school district after consultation with the Assistant Executive Director within five (5) days of the conclusion of the investigation.

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

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

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

- a. Striking or assaulting a student or any member of the school staff.
- b. Theft or knowingly possessing stolen goods.
- c. Using obscene gestures, racial slurs or abusive language directed at a member of the school staff or other students.

- d. Participating in walkouts from, or sit-ins within a classroom or school building.
- e. Attempts at extortion or intimidating school staff or other students.
- f. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.
- g. Possession of drug paraphernalia.
- h. Possession of cigarettes and/or other types of tobacco.
- i. Destruction of school property or personal property.
- j. Misbehavior on a school bus.
- k. Class truancy.
- l. Possession of electronic devices.
- m. Unauthorized use or misuse of computers or other technological equipment.
- n. Possession of a remotely activated paging device (unless the student obtains written permission from the school principal for possession and use of the device).
- o. Sexual harassment, harassment and hazing.
- p. Leaving school without permission.
- q. Misconduct of a nature that threaten the safety of school property or the welfare of the persons who work or study therein.
- r. Refusal to give name or giving a false name to teacher, refusal to obey or insolence towards a member of the school staff.
- s. Violation of smoking, dress, attendance or transportation regulations.
- t. Gambling.
- u. Accumulation of minor offenses.
- v. Throwing snowballs, rocks, sticks, food, etc.
- w. Failure to stay for detention.

The above noted list is not exhaustive and students may be disciplined, up to and including expulsion, for other forms of conduct that endangers person or property or whose conduct on or off school grounds is seriously disruptive of the educational process or whose conduct violates publicized school policies.

- 8.2 Students requiring special education and related services may be suspended in accordance with applicable federal and state law.

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

In accordance with state law, whenever there is reason to believe that any student was in possession of a firearm or deadly weapon on or off school grounds, the Principal will recommend expulsion to the local Superintendent and LEA.

In the event that the Board finds, after a formal hearing, that the student possessed a firearm or weapon on or off of school grounds, the student shall be expelled from school for one (1) calendar year. However, the Board, on a case-by-case basis, may modify the expulsion period.

# Students

## Student Handbooks

Student handbooks are an essential communication vehicle between the schools, parents/guardians and students. The handbooks establish the rules and regulations, expectations, and day-to-day procedures the school requires students and parents/guardians to follow.

Handbooks must be reviewed annually and, if necessary, revised, to assure consistency with changes in CREC policies and regulations, new or revised state/federal law requirements, and changes in school procedures and practices.

In case of a conflict between a CREC policy or regulation and the provisions of a handbook, the CREC policy most recently adopted or regulation most recently issued will prevail. If policy changes are enacted during the school year, the administration will communicate the changes immediately to students, staff, and parents/guardians.

Distribution of the handbook may not necessarily be sufficient to assure exposure to and comprehension of the material. Accordingly, certain topics, including discrimination; sexual harassment; conduct and discipline; attendance; dress code; weapons searches; drug and alcohol policies; eligibility for extra-curricular activities; and student due process rights should be discussed directly with students in order to explain the issues and to provide an opportunity for discussion.

## Family life education

- Family life education shall help students acquire knowledge, attitudes and values which will contribute to the well-being of individuals, families and society.
- Students and parents or guardians shall be informed of their right to exempt the student from the family life program.
- **Again, it is important for families to inform the school immediately regarding any changes in home or work telephone numbers or with respect to any changes in your emergency contact person(s).**

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

## Directory information

- Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge or consent of the parent or legal guardian of the student or by the student who has attained majority status.
- Parents or students may choose to have their directory information removed from one or more the specific activities without jeopardizing other activities.

## Health and Safety protocols

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

## Protection of undocumented students

- All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of their immigration status or that of their family members.
- CREC personnel shall not take any steps that would deny students access to education based on their immigration status or that would impede the rights of any students to public education under the U.S. Supreme Court's 1982 ruling in Plyler v. Doe, the Family Educational Rights and Privacy Act (FERPA), the Connecticut General Statutes, and any other applicable state and federal law.
- If any member of the CREC community (including students, families, or staff) has questions about their immigration status, CREC employees shall not refer them to the Immigration and Customs Enforcement Office ("ICE") or any other government agency. Instead, employees shall refer them to state and/or local non-profit immigration law organizations.
- It is the general policy of CREC not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit.

## **Media access to students**

- School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools.
- Other than activities attended by the general public (i.e. sporting events), media representatives shall be required to report to the administration for prior approval before accessing students.
- Parental/guardian permission must be obtained for students to be interviewed, photographed or videotaped by the media other than for events attended by the general public.
- Parents/guardians who do not want their student interviewed, photographed or videotaped by the media shall inform the school principal.

Academy of Aerospace & Engineering Elementary School  
2022-2023 Parent/Student Handbook

Policies and Procedures



**PARENT SIGNATURE/RETURN SLIP**

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

I have received a copy of the 2021-2022 Academy of Aerospace & Engineering Elementary School Handbook and have reviewed the contents.

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

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

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

\_\_\_\_\_

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

Thank you!