



CREC Medical Professions and Teacher Preparation Academy

A program of the Capitol Region Education Council



2011 - 2012 Parent-Student Handbook Working Draft

Bloomfield Avenue
Windsor, CT
(860)
Fax (860)
<http://www.crecschools.org/medical-professions-teacher-preparation-academy>

Principal: Mr. Andrew Skarzynski
Assistant Principal: Mr. Thomas Brodnitzki

Title IX Coordinator: Mr. Andrew Skarzynski
860-askarzynski@crec.org

504 Coordinator: Ms. Megan Legassey

Magnet Resource Teacher: Ms. Vivian Luna-Colon

Capitol Region Education Council
111 Charter Oak Avenue
Hartford, Connecticut 06106
(860) 247-2732
www.crec.org

Executive Director: Dr. Bruce Douglas
Deputy Executive Director, Superintendent of Magnet Schools: Mrs. Denise Gallucci

Non-Discrimination Notice

The Medical Professions and Teacher Preparation Academy does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices.

The Medical Professions and Teacher Preparation Academy does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

The Medical Professions and Teacher Preparation Academy prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil rights of all community members are guaranteed by law and the protection of those rights is of utmost importance to our school. This document is written in compliance with regulations of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights of 1964 and 1987, Title II of the Americans with Disabilities Act of 1991.

Please be aware that violation of Title IX may be a criminal matter and require police intervention. In addition, violations of Title IX may be considered a violation of child abuse legislation and warrant Department of Children and Families (DCF) intervention.

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

*Title II, Title VI and Title IX: Mr. Andrew Skarzynski (860)
Section 504: Ms. Megan Legassey*

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

**Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont**
Office for Civil Rights-**Boston Office**
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111
Facsimile: (617) 289-0150
[Email: OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

Dear Students and Family Members of the Medical Professions and Teacher Preparation Academy

Welcome to your 2011 - 2012 school year!

The Medical Professions and Teacher Preparation Academy is dedicated to our culture of commitment and excellence in our second year of operation. We firmly believe that all students are capable of achieving our high expectations. As we begin the exciting journey of a new school year, it is our intention to provide a rigorous academic experience as well as meaningful opportunities to explore career paths for the 21st century.

How can we reach these lofty goals? By doing “**whatever it takes**” to insure that all of our students/children succeed academically, civically and socially. For our staff this means finding more time, resources, support and strategies to help students when they struggle. For our parents this means staying keenly aware of how their child is progressing academically and socially. For our students, it means asking more questions, seeking extra assistance, advocating for additional support and giving each task one hundred percent effort.

The foundation of any success is built upon DEDICATION and TEAMWORK! We believe that dedication, teamwork and communication among the school staff, students, and parents play a vital role in the success of all our students. This handbook is one of many ways we will communicate our collective expectations at the Medical Professions and Teacher Preparation Academy and help our students to understand their behavioral and academic responsibilities.

As a medical and teaching magnet school, we are aware of the dynamic changes that are taking place and trends that are developing in the fields of education and health care throughout the world. We are continually focused on preparing students for their future in these professions. Our partnerships with community agencies, partners, and professionals have identified their top needs for success in these fields. Here are their top priorities.

Students entering the workplace need to know:

- How to learn
- How to initiate
- How to work together with a team of people
- How to problem solve
- How to serve
- How to lead
- How to communicate in writing, speaking and listening
- How to compute mathematically, interpret charts and graphs
- How to use emerging technologies
- How to be responsible

These skills are woven into the workplace environment at the *Medical Professions and Teacher Preparation Academy*. Each student is expected to demonstrate a strong work ethic while studying their core academic content and career pathway courses.

We ask parents and students to read this handbook together carefully and discuss it. Your encouragement and support of your child and your partnership with the school will enhance his/her continual growth and improvement. Communication with your child's teachers is welcome at all times. Please look at the Family Involvement Card at the end of this handbook and commit to helping your child's school in any way you can. Throughout the year we will communicate regularly about upcoming school activities. We look forward to a great year together.

Please read and sign the enclosed School-Parent-Student Contract to verify you have read and understood the contents of the Parent/Student Handbook. This handbook is a working draft and changes will be made throughout the school year. Any modifications to the handbook will be posted on the school website and explained to students. Please return the contract to the school within the first week.

The school is your workplace and each student's job is to learn.

Mr. Andrew Skarzynski, Principal
Mr. Thomas Brodnitzki, Assistant Principal
The Faculty and Staff at the *Medical Professions and Teacher Preparation Academy*.

A View of the Culture, Curriculum and Collective Expectations of MPTPA

At the Medical Professions and Teacher Preparation Academy, we look at everything we do through the eyes of the learner as our students evolve into productive citizens in the twenty first century.

MPTPA

The CREC Medical Professions and Teacher Preparation Academy is a partnership between CREC, St. Francis Hospital, and other local area providers in health care and education. The unique dual themes of the magnet school will provide students in grades 6-12 with the choice of developing academic and personal leadership skills that will lead to a career in either the medical/health professions or PreK-12 teaching. The strong partnerships with health care professionals and public school and university level educators will provide a wide array of opportunities for internships and mentorships. This magnet school will offer a summer session, and Saturday learning opportunities including job shadowing and student internships.

- The opportunity for aspiring teachers to participate in CREC's Future Teacher programs.
- Opportunities for internships and mentorships including job shadowing.
- College preparatory focus with the opportunity to earn college credits while in high school.
- Middle school curriculum provides strong academic preparation for high school.

Special Features

- Specialized courses focusing on preparation for a career in the medical professions or education.
- Certification as a Nursing Assistant before graduating from high school.

Based on current research, high performance standards, infused emerging technology, and the study of career pathways, the Medical Professions and Teacher Preparation Academy is dedicated to meeting the challenges of the 21st Century. Feedback and reflection are an integral part of the culture of the school, thus enhancing learning and personal growth, through the further development of each student's intrapersonal and interpersonal skills.

CREC Medical Professions and Teacher Preparation Academy Mission Statement

The Mission of the CREC Medical Professions and Teacher Preparation Academy is to

- provide students with a rigorous academic program that will prepare them for success in university and college medical and teacher preparation programs.
- provide an educational environment that will strengthen students' social and emotional leadership skills.
- reduce the racial and socio-economic barriers and create a quality integrated learning environment for students in the Greater Hartford area.
- provide students a unique opportunity to utilize the services, programs and support that is available with the partnering members including St. Francis Hospital and other local health care and education professionals.
- provide students an opportunity to become certificated in selected areas of the medical professions to be employable after high school and provide them with a school environment that will encourage lifelong learning and the pursuit of additional educational opportunities.

CREC Medical Professions and Teacher Preparation Academy Vision Statement

It is the vision of the CREC Medical Professions and Teacher Preparation Academy that every student, no matter what their economic, racial, or ethnic background, can achieve at high levels and become successful lifelong learners who contribute in significant ways to our society's medical and teacher professions' schools as high quality teachers and administrators of the future.

Capitol Region Education Council Guiding Beliefs

Our vision is that every student can learn at higher levels and therefore must have access to all educational resources of the region through the system of public schools served by CREC.

Our mission is to work with boards of education of the Capitol Region to improve the quality of public education for all learners.

In order to achieve its mission, CREC will:

- Promote cooperation and collaboration with local school districts and other organizations committed to improved quality of public education;
- Provide cost effective services to member districts and other clients;
- Listen and respond to client needs for the improved quality of its services and its ability to identify and share quality services of its member districts and other organizations committed to public education.

CREC staff and programs shall work with local schools systems to meet their needs and the needs of students. CREC believes that:

- All students can learn.
- Administrators and their staff can make a difference in the lives and learning of our students.

MPTPA Culture and Climate

The welcoming and nurturing environment of the Medical Professions and Teacher Preparation Academy is designed to involve students in a variety of processes that mirror college, university, and employers' expectations of the current medical and education workforce. The culture of the school communicates a sense of importance about each student's role in the MPTPA community. This is done in an enriched environment which embraces:

- Students viewing the school as their workplace and their job is to learn
- An ethnically diverse student population
- A rigorous, challenging curriculum including learning world languages
- Integration of emerging technologies
- Focused study in longer and flexible periods of time to support research on how the brain learns
- Reasonable class size
- Practical application of knowledge by connecting current trends in medicine and education to students' lives

- A comprehensive administrator evaluation plan, including a professional growth component, is essential to achieve our goal.
- Learning is a lifelong responsibility.

- Extended learning experiences beyond the school's walls
 - Internships/service learning/job shadowing
 - Developing mentor programming and career pathways
 - Universities and business partnerships

Students demonstrate a strong work ethic while studying the dynamics of the medical and education professions. This is accomplished by developing a deep understanding of human values and cultures, political, social, economic, and environmental systems & historical perspectives. This is further supported by nurturing "habits of mind" to:

- Develop attitudes and skills for a rapidly changing world
- Raise awareness of human choices
- Develop a sense of responsibility and morality
- Talk about issues with a level of passion
- Communicate and function in other cultures
- Become reflective learners

Grade Level Teams

Grades 6, 7 and 8:

Students are based in a small interdisciplinary team of teachers. This includes the subjects of language arts, math, science, and social studies. Some students will have the opportunity for exploratory Spanish. Additionally, students will participate in special areas classes such as art, music, physical education, personal wellness, developmental guidance, and career pathways courses. Technology is built directly into the curriculum in order to support application and further enhance learning.

Grades 9 and 10

Students will be based in a small interdisciplinary team of teachers. This includes the study in English, math, science, history. Additionally, students will participate in special areas classes such as art, music, physical education, personal wellness, and career pathways courses. Courses are credit bearing and are connected to student graduation requirements. Ninth grade students will be using the Cambridge IGCSE curriculum and will be expected to take an externally score exam in the spring of 2012 and 2013.

X Block is scheduled each day for grades 6 - 10. The time is devoted to developing students' intrapersonal and interpersonal skills, focused skill building, academic studies and a wide variety of activities that enhance the academic, social, and career success of each student.

MPTPA Expectations

The Medical Professions and Teacher Preparation Academy will:

- Provide a challenging curriculum enabling students to pursue a competitive post-secondary education
- Provide the necessary skills and content instruction to ensure student achievement, including standardized tests (CMT, CAPT, SAT, ACT)
- Provide an intensive World Language program with a functional oral proficiency in a second language
- Foster an interdisciplinary, thematic, and performance-based/project learning approach to content learning and assessment
- Infuse technology into teaching and learning
- Provide students with an extensive variety of enrichment activities and high school electives that enhance the school's philosophy
- Provide students with the advantages of business and university partnerships
- Provide students with multiple perspectives with the challenges facing society in both the medical and education worlds
- Provide time for purposeful feedback and reflection

MPTPA Expectations for Parents and Families:

Medical Professions and Teacher Preparation Academy

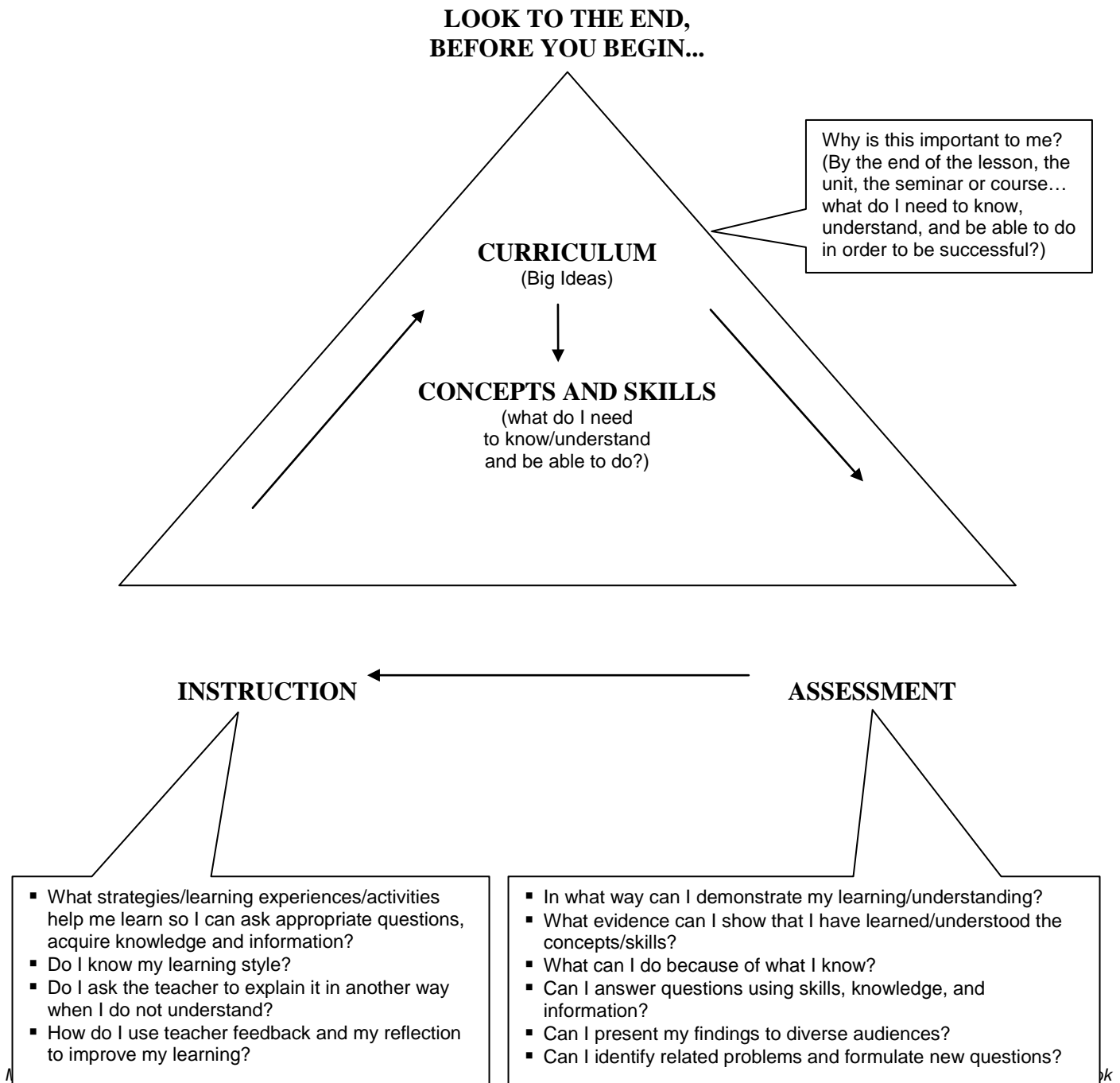
- Parents/guardians will interact with the school in a positive manner to support the child in his/her personal and academic growth
- Parents will stay in continual contact with the school and respond to school requests in a timely manner.
- Parents/guardians will work with the school to send clear and consistent messages to the child regarding school policies and procedures.
- Parents/guardians will ensure that students attend school on a regular basis and arrive on-time to school each day prepared to learn

Classes Are Designed Around the Learning Triad and How the Preadolescent and Adolescent Brain Learns

Lessons are organized around the Learning Triad. The Learning Triad connects curriculum, assessment, and instruction to the school’s mission statement and Expectations for Student Learning. The New England Association of Schools and Colleges (NEASC) Standards on Teaching and Learning serve as the pillars in the development of all curriculum documents.

Each class is designed around student learning expectations and essential questions and enduring understandings. By “looking to the end, before we begin,” the curriculum defines what a student needs to know, understand, and be able to do in order to be successful in that class.

The following graphic depicts the Learning Triad through the eyes of the learner.



Academic Honesty Policy

Academic honesty requires that students take responsibility for completing work that is reflective of the student's best effort. Academic honesty is a vital part of MPTPA learning community. Academic dishonesty destroys the integrity of the education process, debases the efforts of his/her peers and degrades the value of learning. In order for learning to be valid, students must engage in their studies with honesty.

Definitions of Academic Dishonest Behavior

Cheating: using or attempting to use unauthorized materials, assistance and aids in an effort to gain an unfair advantage.

Plagiarism: representing the words, ideas, works or arguments of another person (in whole or part) as one's own.

Collusion: allowing one's work to be copied or submitted and supporting in committing academic dishonesty.

Duplication: presenting, submitting and copying the same work for more than one course and for different assignments. The following is a list of such academic dishonest behavior, but by no means exhaustive:

- Presenting materials taken from sources, such as books, periodicals, newspapers or the internet without appropriate documentation.
- Copying or allowing another student to copy homework, test, quiz, project, book report, lab report, assignment, or take home test.
- Unauthorized use of programmable technology in a manner not specified by the teacher and unauthorized use of an electronic translator for foreign languages.
- Using notes, looking at another student's answers and/or talking to another student during a test or quiz.
- Unauthorized accessing, deleting, modifying, transferring digital files/software/programs.
- Fabricating or falsifying research data, stealing laboratory reports and examination papers.
- Attempting to receive credit by submitting the same work in two different classes.

Consequences for Academic Dishonesty

Level One Offense: Violations will be dealt by the teacher in the classroom. Students who are caught engaging academic dishonest activities will receive a grade of F or 0 for the submitted assignment, paper, test or quiz. Parents are to be contacted or notified plus office detention to review academic honesty policy. Level One violations include (but are not limited to):

- Copying or allowing another student to copy any assignment.
- Looking at another student's answers during test or quiz.

- Taking materials from another source that is not properly credited or cited.
- Using notes and talking to another student during a test or quiz.
- Working on an assignment with others that should be done by individuals.

A second Level One violation will be considered a Level Two violation and will be dealt with accordingly.

Level Two Offense: Violations will be dealt by the teacher, deans and principals. Parent conference will be scheduled, plus consequences up to, and including, suspension. Level Two violations include (but are not limited to):

- Taking papers straight from books, periodicals, newspapers or the internet.
- Using electronic device to receive or give questions and answers on a test or quiz.
- Submitting the same piece of work for more than one class.
- Copying entire papers from another student.

Students who found guilty of Level Two violations will not be eligible for National Honor Society membership or other academic recognition programs for the next academic school year.

Level 3 Offense: Violations are extreme and will be dealt by the school administrators and CREC central office administration. Sanctions would include (but not limited to) three-day out of school suspension and receive failing grades for the course.

- Hacking and altering grades on a computer database.
- Falsifying research data, stealing laboratory reports and examination papers.

Sources:

Fairview High School (Boulder, CO) policy

Palmer High School (Colorado Springs, CO) policy

Sonora High School (La Habra, CA) policy

Connecticut IB Academy (East Hartford, CT) policy

Kodaikanal International School (Tamil Nadu, India) IB handbook

American International School Lusaka (Lusaka, Zambia) handbook

Accreditation

New England Association of Schools and Colleges (NEASC) is the accrediting organization for all schools and colleges in New England. The Medical Professions and Teacher Preparation Academy will pursue accreditation as it grows to house its first senior class of students.

Athletics

We know and believe sports are an important part of many students' lives. Even though sports are not part of the Medical Professions and Teacher Preparation Academy Operating Plan, under CIAC regulations, all magnet school students are eligible to participate in their sending districts interscholastic athletic program as long as a sports program is not in existence at the magnet school. If your child is interested in participating in sports at his/her sending high school, please read and adhere to the following:

1. Athletic programs at sending districts are open to only high school students in grade 9 and 10 at MPTPA.
2. Signing up to participate on any sports team is the responsibility of the student.
3. Students in grades 9 and 10 must know and adhere to the following information in order to participate at your sending high school:
 - Parents must provide transportation to their sending school – Transportation is not provided by the Medical Professions and Teacher Preparation Academy
 - It is your responsibility to contact your sending school's Athletic Director to get information on athletic programs and practice schedules.
 - All students must meet eligibility requirements (Having an overall C average)
 - A parent permission form from the sending school must be turned into the coach prior to the first practice.
 - All students must obtain a note from a doctor verifying their fitness to participate.
 - An early dismissal form (enclosed) must be completed and turned in to MPTPA before a student will be allowed to leave the building for practices and/or games.
 - All student athletes are responsible for all of their assignments and class work for their D Block special areas classes. **All students must report to D block each day to pick up required class work.**

In order for a student to be eligible for a Fall sport, he/she must have met CIAC eligibility based on fourth quarter grades from June of the previous year. Students must have a C average or better. If a student fails one course, he/she may still be eligible, as long as the C average is maintained. However, if a student fails two courses, he/she will not be eligible, regardless of grade average

Parents are encouraged to call the Athletic Director of their sending school to determine time and place of first practice.

See Mr. Skarzynski for an early dismissal form for sports. **ALL STUDENTS MUST SIGN OUT WITH MR. SKARZYNSKI BEFORE LEAVING MPTPA.**

Attendance and Tardiness

School is in session from 8:15 to 2:55 except as noted on the school calendar or other notifications. Students are expected to arrive to school on time. Daily attendance is expected at the Medical Professions and Teacher Preparation Academy. When an absence is necessary, **the parent/guardian must notify the school by calling the main office or leaving a message. If a call has not been made, students are required to present a written excuse, signed by a parent/guardian, to the main office on the day they return to school.**

The MPTPA school day begins promptly at 8:15 A.M. All students should arrive no later than 8:10 A.M. in order to be in their first class on time. Any student arriving late will be required to have a parental excuse note stating the reason for the tardiness. (Exception: late bus arrival). Tardy to school will be monitored daily and will be tracked. Excessive tardiness to

school will result in disciplinary actions, which may include after school detention.

All Early Dismissals shall be prearranged by parents. Parents must come to the school office and sign out their child.

Parents are asked to call the school between 12:00 and 2:00 if a child will be picked up instead of taking the bus. Calls made after 2:45 are not guaranteed based on closing of the day procedures.

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly unless he/she graduates or gets written consent from a

parent/guardian on a district provided form to leave school at age 16 or 17.

Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

Excused Absence

Students receive an excused absence when they are absent from school for the following reasons:

- Death in the immediate family.
- Serious illness of a member of the family which makes the student's absence necessary.
- Serious illness or injury of the student as verified by notification from a medical provider.
- Religious holidays.
- Court appearance/probation appointments.
- Other absences as approved by the school administration in advance. Students who plan to be absent for reasons other than those listed above, should seek approval by presenting a note from home to the administration, who will then indicate approval or disapproval.
- College visits and interviews and other post-secondary plans.

The responsibility for makeup or work lies with the student, not the teacher. Unless a student has an extended illness, all makeup assignments must be completed within the stipulated time stated by the teacher, after the student returns to school. If a student is absent on the date an assignment is due, that assignment should be turned in on the date that the student returns to school or it will be considered late. If a student is absent for more than one day, any work missed during that absence shall be due two days after the student returns.

Unexcused Absence

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied credit for the make-up work which will also be reflected in the student's final grade. **Family vacations during school time and/or time before holidays are considered an unexcused absence from school. The administration strongly disapproves of absences from school because of family vacations. Parents are urged to schedule vacations during school recesses.** When scheduling a family vacation during school time is unavoidable, parents should submit a written request to the appropriate administrator. Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards issued quarterly. Parents are also encouraged to contact guidance counselors or school administration with questions regarding attendance at any time during the year.

Leaving School Grounds/Release of Students from School

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration unless they have been approved as an a student with Early Release privileges. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children of single parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with a school administrator. The parent or guardian must sign out the student and pick up the student in the school office.

If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian.

Tardiness

Students who are not in their homeroom class by 8:15 A.M. are considered tardy and must report directly to the office. A student discovered on school grounds who has not signed in at the office will also be considered tardy. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action including suspension if tardiness is excessive.

Truancy

Per state law, a student with 4 (four) unexcused absences in one month or tenth (10) unexcused absences in a school year will be considered a truant. Parents will receive a letter from the school administration upon the child's fourth (4) absence. A mandatory meeting with school administration will be held after the child's sixth (6) absence. A Family with Service Needs (FWSN) request may be filed through the office of the Executive Director or his/her designee with the State of Connecticut Judiciary Division upon the child's tenth (10) absences. Disciplinary action may include after school detention, in school suspension, or assignment to a truancy intervention group. Parents will be contacted regarding their child's absence. Tests and academic work missed in class that day will be recorded as a zero grade.

Parents have the responsibility to assist school officials in remedying and preventing truancy. The Superintendent of Schools will file a written complaint with Superior Court Juvenile Matters if the parent fails to cooperate with the school in trying to solve the student's truancy problem.

Calculator Use

Middle School Mathematics - It is recommended that all students have access to a four-function calculator both in and out of the classroom. The Middle School Mathematics classrooms are equipped with available for students during classroom instruction only. These calculators have been approved for State (CMT) and CREC administered standardized tests. MPTPA suggests that students purchase their own calculator for independent practice outside of the classroom. Calculators may be available for purchase during the first month of school through the grade level teacher. The cost of the calculator will reflect a school purchase price.

High School Mathematics - It is highly recommended that all students have access to a graphing calculator both in and out of the classroom. In addition to its computational features, the graphing calculator is used as an investigative tool from Algebra to Geometry and Statistics, through Calculus. The High School Mathematics classrooms are equipped with Texas Instrument calculators (TI-84) and available for students during classroom instruction only. These calculators have been approved for State (CAPT), SAT, ACT and AP administered standardized tests. MPTPA suggests that students purchase their own calculator for independent practice outside of the classroom. Using this technology on a regular basis helps students develop confidence in their skills, proficiency in computation and greater academic success

Code of Conduct

Our number one priority is to provide a safe and healthy environment in which students can learn and grow. All members of our learning community (students, faculty, staff, and parents) are expected to demonstrate appropriate behavior at all times. Our code of conduct uses common courtesy and respect as its foundation with the expectation that students will make informed and responsible decisions about their behaviors.

Students are responsible for conducting themselves properly in a respectful manner. MPTPA is responsible for students during the regular school day. This jurisdiction includes to and from school, any school-related activity, regardless of time or location, and any off campus school-related activity, regardless of time or location.

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

- Attending all classes and being on time.
- Being prepared for each class with appropriate materials and assignments.
- Being dressed appropriately in school code.
- Showing respect toward others.
- Behaving in a responsible manner.
- Paying required fees and fines.
- Abiding by the code of conduct.
- Obeying all school rules, including safety rules, and rules pertaining to use of laptops and internet safety.
- Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense as a mandatory reporter.

During after school activities, students may not leave the building unless written permission is received by the administration from parents indicating that parents will pick up the students prior to the end of the activities. Once a student leaves an activity, he/she may not re-enter. Smoking is not allowed at any school function. All school rules are in effect during after-school activity. At the conclusion of after-school activities, it is the responsibility of the parents to pick up their child in a timely manner.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive to the educational process and is violation of policy, even if such conduct occurs off-school property and non-school time including, (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

Reference: PA 95-304, An Act Concerning School Safety and PA 96-214, An Act Concerning Revision to the Education Statutes, permit such action if covered by board policy (5131.8 OUT OF SCHOOL MISCONDUCT). Further revision by PA 98-139, An Act Concerning Student Suspensions and Expulsions. (C.G.S. 10-233c)

Bullying/Harassment/Hazing/Sexual Harassment

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their ethnic background, the country in which they or their parents were born, their gender, sexual orientation or any characteristics they may have.

BULLYING/HARASSMENT-MPTPA promotes a secure and positive school climate, conducive to teaching and learning, that is free from threat, harassment, and any type of bullying behavior. Any staff member, employee, student or group of such who engages in overt acts more than once during the school year, that injures, degrades, intimidate or disgraces another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education, shall be subject to appropriate disciplinary action. Therefore, it shall be the policy of the CREC Council that bullying of otherseither on school grounds, on a bus, or outside of the school setting if it has a direct and negative impact on a student is prohibited.

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

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.

"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 photographs 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, photoelectronic or photo-optical system.

A student who engages in any act of bullying is subject to appropriate disciplinary action which may include suspension, referral for expulsion or to law enforcement officials.

A bullying prevention program shall be implemented, which strives to develop a school and home environment:

- characterized by warmth, positive interest and involvement by adults;
- firm limits to unacceptable behavior;
- where non-hostile, non-physical negative consequences are consistently applied in cases of violations of rules and other unacceptable behaviors;
- where adults act as authorities and positive role models; and
- where students are included in efforts to improve school climate.

A student who engages in any act of bullying will receive appropriate disciplinary action. A reporting form follows this section.

HAZING-Students are prohibited from participating in any hazing activities. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any student organization.

The following form will be utilized when a report of bullying behavior has been made:

Date of parent meeting with perpetrator (s):

Disposition:

—

Date of parent meeting with victim (s):

—

Signature of Program Director,
Principal or Designee

Date

(Please attach written report completed by teacher or other school staff witnessing the event.)

Developed: 6/17/09 (CK)

Revised: 7/19/11 (CK)

Procedures for investing claims of bullying/cyber bullying/harassment or hazing:

1. The school accepts anonymous reports of bullying from students.
2. Parents or guardians may make written complaints to appropriate personnel.
3. Specific information must be included in written complaints-name, date, date of alleged bullying, name of alleged bully location where it occurred and a detailed statement of the circumstances.
4. Any person reporting bullying will receive a copy of the school's regulations and procedure.
5. All complaints are forwarded to the Principal.
6. An investigation will begin and be concluded in a timely manner.
7. All possible witnesses will be interviewed (within reason).
8. The investigator will make a written report summarizing the investigation and propose disposition of the matter.
9. The complainant will be informed of the outcome of the investigation.

SEXUAL HARASSMENT is strictly forbidden on school premises and during any school programs and activities. Peer sexual harassment is **any unwelcome physical or verbal conduct of a sexual nature, such as touching or grabbing or making sexual comments directed at a person because of his or her sex, which interferes with the ability of a student to receive an education.** Students are expected to treat their fellow students with dignity and respect at all times on school property and in school programs and activities and to refrain from unwelcome physical or verbal conduct of a sexual nature.

Disciplinary action will result from violations of this policy. Violations of this policy shall be reported to teachers or administrators. Students are encouraged to report sexual harassment immediately. School personnel will take prompt and fair action to investigate any report promptly and to take the appropriate measures to stop the sexual harassment.

Procedures for investigating claims of sexual harassment:

1. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.
2. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the Principal or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 - A. Name of the complainant
 - B. Date of the complaint,
 - C. Date of the alleged harassment,
 - D. Name or names of the harasser or harassers,
 - E. Location where such harassment occurred,
 - F. Detailed statement of the circumstances constituting the alleged harassment.
4. Any student who makes an oral complaint of harassment to any of the above mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.
6. All complaints are to be forwarded immediately to the Principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Executive Director.
7. If possible, within five (5) working days of receipt of the complaint, the Principal or designee handling the complaint shall commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.
8. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the Executive Director. The complainant shall be advised of the results of the investigation.
9. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Human Resource Officer, who shall review the investigator's written report, the information collected by the investigator together with

the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Human Resource Officer shall respond to the complainant, in writing, as soon as possible.

Hazing, bullying, harassment or sexual harassment of students or staff will not be tolerated. Any student who engages in an act that injures, degrades or disgraces another student or staff member, disrupts the educational process, or interfere with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

The Medical Professions and Teacher Preparation Academy will not tolerate behavior that is initiated with the specific intent to intimidate or harass another person because of age, religion, ethnicity, gender or sexual orientation. In addition to school discipline procedure and notification of police, counseling sessions will be implemented with the perpetrator as well as the victim (CT P.A. #90-137). You may choose to reach a resolution by working with the school Guidance Counselor, Social Worker, or with one of the building administrators.

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

Child Abuse

Teachers, principals, paraprofessionals, and other professional school staff are obligated by law (C.G.S. 17a-101) to report suspected child abuse or neglect 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 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 treatments such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

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 94-221 amended C.G.S. 10-233d and requires expulsion of a student who brings a deadly weapon to school. PA 95-304 amended C.G.S. 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)

Smoking

Smoking or use of tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property is prohibited.

Substance Abuse

As stated in the Code of Conduct section of this handbook, 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 following disciplinary actions: Immediate suspension with required expulsion for up to one year, for students who sell or distribute on or off school grounds.

Disciplinary procedures will be administered with the best interest of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate

time to seek help from parents or guardians. In such cases, the decision to involve the parent/guardians will be arrived jointly by the student and the educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken. Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems.

Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

When students commit drug and alcohol-related offenses, school-imposed discipline may also include completion of an appropriate rehabilitation program.

Reference: PA 96-244 amended C.G.S. 10-233d and requires a one-year expulsion for students who offer illegal drugs for sale or distribution on or off school grounds.

Discipline Policies and Procedures

Young people who are well informed are usually very good citizens. It is important for students to recognize and respect the policies and procedures regarding student conduct at the Medical Professions and Teacher Preparation Academy. MPTPA promotes a culture of positive behavior and respect and it is expected that all staff and students will recognize and celebrate the appropriate behavior and contributions of our students.

School is a public place and we hold high expectations for student behavior. We expect students to behave in accordance with our collective expectations and values. In addition to any previously understood and implied duties, teachers and administrators have the right to take disciplinary action against disruptive behavior in the classroom and the building. As such, the Medical Professions and Teacher Preparation Academy is committed to providing a safe and orderly learning environment. In all cases, a progressive approach will be utilized and a range of consequences may be applied depending upon the nature and frequency of the behavior.

Levels of Discipline

Classroom Referral/Minor Incident Report

- Classroom behavior issues create a disruption to the learning environment and school community. These issues are typically addressed and solved by the classroom teacher or staff member. Consequences may include, but are not limited to, the following: conference with a teacher, teacher issued lunch detention, teacher issued community service, or loss of privilege. A progressive set of steps will be implemented prior to assigning a consequence in order to avoid disruption to the learning community.

Office Referral

- Office referrals are those that create a significant disruption to the educational environment and school community. Office level referrals may be singular, one-time events or represent a pattern of chronic classroom problems in which the student continues to defy the collective expectations for student behavior and decorum. These issues are typically addressed by the school administration. The level of consequence will be determined by the school administration and may include, but are not limited to, a conference with the student, afterschool detention, suspension, and a recommendation for expulsion and/or arrest.

The Medical Professions and Teacher Preparation Academy seeks to both support students during a pivotal period in their life as well as to recognize their positive contributions to the school community. Teachers will instruct students in our expected behaviors at the start of the school year in order to provide a clear understanding for students regarding their commitment to our learning environment. This may include a process in which students are given clear and tangible goals for their performance academically, socially, and behaviorally. Incentives may be utilized to reinforce the expected behavior.

Due Process

Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against them, the student's right to present their version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any level. The appeal process for suspensions ends with a review at the Executive Director's level.

Parent notification may occur at all disciplinary levels. The school administration will contact parents directly when the offense is an office level referral. The Early Intervention Process may be implemented for students who engage in a pattern of chronic behavior problems.

Any violations of the law will be promptly reported to the appropriate law enforcement authorities

Collective Expectations for Student Behavior and Teacher Responsibility

The school is our workplace and our job is to learn and act appropriately. These expectations will result in a higher level of engagement, purpose, and improved learning, achievement, and environment. Special areas and other faculty and staff not assigned to a specific grade level will email each infraction and consequence to the designated grade level teacher for inclusion of the minor incident report and parent contact files.

Social Probation / Field Trip Policy

Social probation means that a student is prohibited from attending and/or participating in any social and/or athletic events or any co-curricular activities. A student may be placed on social probation under any of the following conditions:

1. Continual poor academic performance: He/she will be placed on social probation for that marking period (Administrator's discretion).
2. Repeated behavioral problems resulting in two internal suspensions or one out of school suspension: He/she will be on social probation for a determined period of time (Administrator's discretion).
3. Unacceptable behavior during a previous school-sponsored field trip or event: He/she will be placed on social probation for a determined period of time (Administrator's discretion).
4. A student placed on social probation will have his/her behavior and/or academic record reviewed by the administration halfway through his/her probationary period. If his/her conduct/performance has improved sufficiently he/she will be removed from social probation status.

In School Suspension – A student may be placed on in-school suspension anywhere from one to five days. During the duration of an in-school-suspension, the student will not be allowed to attend any school activities or functions both on and off school grounds. It is the responsibility of the student to complete any and all assignments given during the time period in which he/she is placed on in-school-suspension.

Out-Of-School Suspension - A student may be placed on out of school suspension anywhere from one to ten days. During the duration of an out-of-school suspension, the student will not be allowed to attend school or any school activities or functions on school grounds. Following the completion of the suspension, a parent must accompany the student to school for a re-entry conference (if a parent does not attend the re-entry conference, the student will be placed in ISS until the meeting can take place). Schoolwork missed during the period of suspension is the student's responsibility and must be made up within the time limits prescribed by the student's teachers.

Expulsion is the exclusion from all school privileges for more than ten days with limits to no more than 180 days. The Medical Professions and Teacher Preparation Academy may recommend to the sending school district to expel any student whose conduct endangers persons or property or is seriously disruptive to the educational process, or repeatedly violates any of the school's policies or procedures. A student is entitled to an expulsion hearing where the student and/or his/her parent or legal guardian will be able to respond to any of the charges placed on him/her.

Student possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school ground, in any school vehicle, or at any school sponsored activity is cause for expulsion for a calendar year. Any student who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year. The Board may modify the expulsion period on a case-by-case basis.

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education record. The record may be expunged if the student graduates from high school and if the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

Reference section 5114 a, b, c of CREC's policy and regulations.

Please leave these at home

School is a place to learn. Some items or toys can distract the educational process and be potentially harmful to others. In order to better focus on school activities and maintain a safe atmosphere, the following items should be left at home:

- All aerosol type items (including hair sprays)
- Hair paint
- Cologne/perfume
- Televisions
- Dice
- Playing cards
- Magic cards
- Toys of any kind
- Electronic games
- Roller blades, skate boards, heeled shoes

- Cameras
- Pets
- Collectible or trading cards
- Other items to be deemed a disruption by school administration

If a student violates this policy, the school administration will confiscate the device/item and require a parent or guardian to pick it up from the main office. Repeated violations may result in a disciplinary action. The school administration reserves the right to update this list.

Dress Code

The dress code at the Medical Professions and Teacher Preparation Academy is designed to reflect the standards for appropriate attire in the health care and education fields. In order to promote a positive culture that emphasizes the importance of learning, it is expected that all students will comply with the dress code.

Monday through Thursday (October – May)

- White oxford button down dress shirt, tucked in, buttoned to the top. Boys must wear a tie.
- Khaki, black, or navy blue pants, worn at the waist, belted and appropriately sized; purchased through dress code vendor. Girls may wear Khaki, black or navy skirts.
- Medical Professions and Teacher Preparation Academy sweater vest (**Middle School Only**).
- Medical Professions and Teacher Preparation Academy blue v-neck sweater or cardigan sweater (**High School Only**).
- Medical Professions and Teacher Preparation Academy fleece jacket for colder months.
- Shoes (may be brown or black), heel no higher than 1 inch; solid black sneakers with no visible logos or emblems.

Fridays, (and Monday – Friday in September, June)

- In addition to the above dress code items, students may wear the following on Fridays (and every day in September and June due to warmer temperatures)
 - White, royal, or navy polo with school logo
 - Khaki, black or navy pants, worn at the waist, belted and appropriately sized; purchased through dress code vendor. Girls may wear Khaki, black or navy skirts.
 - Medical Professions and Teacher Preparation Academy fleece jacket for colder months.
 - Shoes (may be brown or black), heel no higher than 1 inch; solid black sneakers with no visible logos or emblems.

Field Trips

- White oxford button down dress shirt, tucked in, buttoned to the top. Boys must wear a tie.
- Khaki, black or navy pants, worn at the waist, belted and appropriately sized; purchased through dress code vendor. Girls may wear Khaki, black or navy skirts.
- Medical Professions and Teacher Preparation Academy sweater vest (**Middle School Only**).
- Medical Professions and Teacher Preparation Academy blue v-neck sweater or cardigan sweater (**High School Only**).
- Shoes (may be brown or black), heel no higher than 1 inch.

Failure to comply with the above field trip dress code will result in the offending student not participating in the field experience. Ample notification will be provided to students regarding the dates of field trips; it is the responsibility of the student to dress accordingly for any and all field experiences.

All students must change into appropriate active wear for physical education classes and back into dress code clothing at the end of physical education class.

Inappropriate and unacceptable items:

- Baggy pants
- Cargo pants (pants with multiple pockets down the side or front)
- Tight-fitting pants, (skinny pants), capris or capri style pants, or shorts – pants must be appropriately fitted at the identified MPTP clothing vendor
- Head gear (doo rags, hats, head scarves, headbands)
- Hoodies/sweatshirts
- Jackets other than specified school blazer
- T -shirts or tank tops over oxford shirt or MPTP blazer/sweater vest
- Patterned clothing/hosiery (must be plain)
- Leggings
- Flip flops/slippers/”Crocs” style shoes
- Shoes with no backs
- Open toe sandals
- Chains/spiked accessories on clothing
- Oversized jewelry, including earrings larger than 2 inches in diameter
- High cut boots/shoes (pants must be worn over shoes and boots)

The CREC Medical Professions and Teacher Preparation Academy reserves the right to determine if a clothing item does not comply with the school dress code policy. A tiered discipline policy will be implemented for students that are not wearing appropriate dress code attire and/or wearing said clothing items in the required manner.

Please contact Connie English, Novel Tees at 860-643-6008 or visit their store at 81 Tolland Turnpike, Manchester to order dress code related items.

Early Intervention Process (EIP)

Through the reauthorization of IDEA (Individuals with Disabilities Act) in 2004, schools must design and implement coordinated early intervention services to students that are not currently receiving special education services.

Early Intervention Process for Academic and Behavior Concerns

Step One- Any staff member notes a continuous academic concern with a student that they are unable to resolve. Typically, students are demonstrating academic, social, or behavioral problems at this point.

Step Two-Teachers document strategies and a support plan is completed for the student. The teachers and the guidance counselor will communicate the plan to the teachers.

Step Three-The plan will be revisited, along with specific performance data for the student.

Step Four A- EIP Follow up meeting will take place. The team will discuss further actions and referral to the school wide team to review next possible steps.

Step Five- The school wide team meets and discusses specific student concerns. The school wide team will review the plan data, integrity of plan implementation, and the impact on student achievement. The school wide team may determine next possible steps, including, but not limited to, the creation of a more intensive assistance plan, increased progress monitoring and intervention, or the referral to PPT.

Electronic Devices

Guidelines for Professional Cell Phone Use

Cell phones are an integral part of our society and the workplace. As such, the Medical Professions and Teacher Preparation Academy strives to instruct students in the appropriate use of cell phones and/or mobile devices. Cell phones present a unique opportunity for learning and should be viewed accordingly. Cell phones will be allowed and used in the classroom, if appropriate protocol is followed.

1. When given permission, cell phones should be used as an educational tool. The teacher will explain what is expected.

2. Texting, answering calls and playing games should be done outside of the workplace.
3. When someone is talking, students should show respect by keeping cell phones in their pocket or binder. This includes, but is not limited to, lecture, group discussions, small group work or presentations.
4. Cell phones should always be on silent or vibrate.
5. Using cell phones is a privilege, dependent upon the student's respectful and responsible use.
6. Due to the privacy rights of students and teachers, video or camera features should only be used when students are explicitly given permission to do so and when the required photo/video releases are authenticated; failure to do so will result in the immediate confiscation of the mobile device.

Teachers maintain the right to determine when or if cellphone use is acceptable or appropriate in his/her classroom. Most circumstances will be (but not limited to) engaging in the use of polling platform or other social media. School administration retains the right to confiscate the phones of students who are not using phones in an appropriate fashion.

While cell phones may be used by teachers as a learning tool, the maintenance and security of all electronic devices is the responsibility of the learner. The MPTPA will not be used for charging electronic devices nor is the school responsible for the theft of personal items or any damage incurred in the utilization of said items.

Emergency School Closings

Closing of School for Inclement Weather:

Since the Medical Professions and Teacher Preparation Academy is located in Windsor, the school follows the Windsor School District for late openings or morning school closings. If Windsor Public Schools close, then MPTPA will be closed. You may not hear MPTPA mentioned by name, but should assume that we will be closed when Windsor is closed. Some television stations report the Medical Professions and Teacher Preparation Academy closing as CREC-Medical Professions and Teacher Preparation Academy.

If Windsor delays the opening of school, but your town does not and you transport your son/daughter to MPTPA at the time, we will have adults present to provide supervision at the usual time. If MPTPA is open and your town is closed, bus transportation will not be provided in your town through our transportation provider. You may transport your child to MPTPA. Generally, if there is a delay, the bus delay will be the longest for the route (e.g. if there are three towns on the same route and two have delays of 60 minutes and one has a delay of 90 minutes, the bus will be delayed by 90 minutes). Early closing decisions will be made by central office administration at CREC.

Announcements will be made on: WTIC am radio 1080, WFSB TV Channel 3, and WVIT TV Channel 30, and will also be available on our phone messages. MPTPA will also send a message to all students and teacher via the School Messenger system.

Exemption from Instruction

A student may be exempted from instruction concerning Acquired Immune Deficiency Syndrome (AIDS), or Family Life and Sex Education upon receipt of a written request for such exemption from his/her parents or guardian.

Expectations for Student Learning

I. ACADEMIC

a. Effective Communication

Students communicate effectively by writing and speaking in narrative, informative, persuasive, and analytic modes and by reading, listening and viewing to interact with texts and to support interpretations, connections, and critical stances that extend beyond the text.

Advanced/Exemplary	Always demonstrates effective communication skills in reading, writing, speaking, listening and viewing.
Goal	Consistently demonstrates effective communication skills in reading, writing, speaking, listening and viewing.
Proficient	Frequently demonstrates effective communication skills in reading, writing, speaking, listening and viewing.
Basic	Occasionally demonstrates effective communication skills in reading, writing, speaking, listening and viewing.

Below Basic	Rarely demonstrates effective communication skills in reading, writing, speaking, listening and viewing.
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b. Problem Solving

Students assess a problem, compile data through experimentation and outside resources, identify and apply a problem solving strategy to draw viable conclusions.

Advanced/Exemplary	Always demonstrates the ability to identify and assess a problem, collect data, and apply an appropriate strategy to draw a conclusion.
Goal	Consistently demonstrates the ability to identify and assess a problem, collect data, and apply an appropriate strategy to draw a conclusion.
Proficient	Frequently demonstrates the ability to identify and assess a problem, collect data, and apply an appropriate strategy to draw a conclusion.
Basic	Occasionally demonstrates the ability to identify and assess a problem, collect data, and apply an appropriate strategy to draw a conclusion
Below Basic	Rarely demonstrates the ability to identify and assess a problem, collect data, and apply an appropriate strategy to draw a conclusion.

c. Oral Proficiency in a Second Language

Students use the vocabulary necessary to communicate effectively, use accurate language including grammar and word order, speak clearly with a natural pronunciation and intonation, understand what is said and respond appropriately and be understood by the listener.

Advanced/Exemplary	Always uses the target language to communicate.
Goal	Consistently uses the target language to communicate.
Proficient	Frequently uses the target language to communicate.
Basic	Occasionally uses the target language to communicate.
Below Basic	Rarely uses the target language to communicate.

e. Emerging Technology

Students utilize and integrate technology to acquire and apply knowledge in all disciplines.

Advanced/Exemplary	Always integrates technology to demonstrate their learning in all content areas.
Goal	Consistently integrates technology to demonstrate their learning in all content areas.
Proficient	Frequently integrates technology to demonstrate their learning in all content areas.
Basic	Occasionally integrates technology to demonstrate their learning in all content areas.
Below Basic	Rarely integrates technology to demonstrate their learning in all content areas.

f. Content Knowledge and Enduring Understanding

Students demonstrate a strong knowledge base, exhibit an understanding of the content presented in each course, and apply enduring understandings in multiple ways.

Advanced/Exemplary	Always uses content knowledge and enduring understandings to demonstrate their learning in a specific subject area.
Goal	Consistently uses content knowledge and enduring understandings to demonstrate their learning in a specific subject area.
Proficient	Frequently uses content knowledge and enduring understandings to demonstrate their learning in a specific subject area.
Basic	Occasionally uses content knowledge and enduring understandings to demonstrate their learning in a specific subject area.
Below Basic	Rarely uses content knowledge and enduring understandings to demonstrate their learning in a specific subject area.

g. Specials Learning

Students demonstrate an understanding of the fine and performing arts, world languages, culture, fitness, and wellness and demonstrate their knowledge by applying their learning.

Advanced/Exemplary	Always demonstrates and applies their knowledge of the "Essential" areas of learning.
Goal	Consistently demonstrates and applies their knowledge of the "Essential" areas of learning.
Proficient	Frequently demonstrates and applies their knowledge of the "Essential" areas of learning.
Basic	Occasionally demonstrates and applies their knowledge of the "Essential" areas of learning.
Below Basic	Rarely demonstrates and applies their knowledge of the "Essential" areas of learning.

III. SOCIAL

Students contribute positively to the culture and climate of the school environment by using their interpersonal and intrapersonal skills to interact appropriately with teachers, students, and school personnel. Students also demonstrate respect for school property.

Advanced/Exemplary	Always contributes to the climate of the school.
Goal	Consistently contributes to the climate of the school.
Proficient	Frequently contributes to the climate of the school.
Basic	Occasionally contributes to the climate of the school.
Below Basic	Rarely contributes to the climate of the school.

Aspects of Character

In an effort to align our Civic and Social Expectations for Student Learning with Connecticut's Common Core Learning, the faculty and staff of the Medical Professions and Teacher Preparation Academy believe that the aspects of character are both preconditions to and consequences of life. The family, as well as societal forces other than schools, plays major roles in fostering positive aspects of character that are critical to the successful development of lifelong learners. The Civic and Social Expectations for Student Learning incorporate the following Aspects of Character:

Responsibility and Integrity: Students demonstrate a sense of ethics and take responsibility for their commitments and actions.

Effort and Persistence: Students demonstrate the efforts and persistence needed to be successful in school, work and life.

Intellectual Curiosity: Students actively explore the world of ideas.

Respect: Students demonstrate respect for themselves and others.

Citizenship and Sense of Community: Students are active, constructive members of the larger community. Students are required to engage in service learning through the child's social studies class.

Field Trips

Field trips are scheduled for educational, cultural, or extracurricular purposes. MPTPA Field Trips are extensions of the classroom, critical to the theme of our school, and as such, students are expected to attend. A written permission form and any fee must be received from a parent or guardian to participate in a field trip. All aspects of the Metropolitan Learning Center's Code of Conduct apply on field trips. Any students whose behavior is considered

inappropriate or unsafe may be excluded from participation in the field trip without a guaranteed refund.*

While on a trip, all students are considered to be "in" school. This means that conduct and dress code standards will be followed for the field trip activity.

* *Please note: Students with Individualized Educational Plans will be addressed on a case by case basis*

Fire Drills, Evacuation Drills, and Lockdown Drills

To comply with the Connecticut's fire laws, monthly drills will be conducted. Students are expected to follow their teacher out of the building to their designated location. Students should remain quiet and during these drills. Students and staff will not be allowed back into the building until the administration or the Fire Department has inspected the building and given an "all clear". MPTPA may substitute one fire drill with a crisis response, or lockdown, drill.

Fund-Raising

With prior approval, student clubs or classes, and or/parent groups may be permitted to conduct fund-raising drives for approved school purposes. Fundraising is permitted with prior approval from school administration. Candy sales for and promoting an outside fundraiser is prohibited in School.

Grade Reporting

Progress Reports: Progress reports are sent on a regular basis throughout the school year by e-mail and /or school mailings. These reports include commendations and recommendations. A parent/teacher or student-led conference may be scheduled at any time during the school year by request of the student, parent, or teacher. Conferences may be scheduled during grade level planning time or after school. Final progress reports will assess the student’s academic standings for summer school or promotion to the next grade.

PowerSchool ParentPortal- Parents will have access to the PowerSchool parental portal and will be able to view student grades and monitor their child’s progress. The school will provide parents with access to the parent portal during the initial months of the school year. It will be the expectation for teachers to update grades every ten days.

Grades: Student learning over time will be reflected in each student’s quarterly grades. Students and parents will receive numerical grades and comments from each teacher. Parents are encouraged to discuss these with their child. Incomplete grades are given in circumstances such as illness. Students must complete additional work within a period determined by the teacher.

Honor Roll: Students will be recognized for academic achievement with the following parameters.

Honors with	Distinction-	All A’s	97+ average
	High Honors-	All A’s/one B	93+ average (in core classes or 2 B’s in Specials)
	Honors	One C permitted	83 average

Graduation Requirements

The graduation requirements for CREC’s Medical Professions and Teacher Preparation Academy reflect the school’s magnet themes with a rigorous emphasis on providing students with pathways into their future career. The organization of the school, the curriculum, and resulting graduation requirements are based on The New England Association of Schools and Colleges standards on teaching and learning, the pillars articulated in "Breaking Ranks, Changing an American Institution" published by the National Association of Secondary School Principals and the vision of Connecticut State Department of Education’s Secondary School Reform Plan.

	Connecticut’s ReformPlan-Secondary School Requirements (25 credits)	CREC’s Medical Professions and Teacher Preparation Academy (25 minimum credits)
Cluster 1: Science, Technology, Engineering, and Mathematics (STEM)	8 Total Credits	
Mathematics:		
- Algebra I	1	1
- Geometry	1	1
- Algebra II or Statistics & Probability	1	1
- Calculus, Trigonometry, or other full-year course	1	1
Science: 3 Lab Science Courses		
- Biology/Life Science	1	1
- Chemistry/Physical Science	1	1
- Physical, Life or Earth Science	1	1
Required STEM Electives:		
- Science, Mathematics, Technology, Engineering or other STEM courses	1	1
Cluster 2: Humanities	9 Total Credits	
English:		
- English Lang. Arts 1 (Genre Survey)	1	1
- English Lang. Arts 2 (Genre Survey)	1	1
- Literature & Composition: American, World or British Literature	1	1
- Elective (full year or equivalent)	1	1
Social Sciences & Fine Arts:		
- International/World Studies	1	1
- American History	1	1
- Civics	0.5	1
- Social Studies Elective	0.5	1
- Fine Arts: Art, Music, Theatre, Dance	1	1
Required Humanities Electives:		
- English, World Languages, Social Science, Fine Arts or other Humanities	1	2

courses		
Cluster 3: Career & Life Skills	3.5 Total Credits	
Career & Life Skills - Comprehensive Health Education - Physical Education	0.5 1	0.5 1
Required Career & Life Skills Electives: - Career & Technical Education, World Languages, ESL, Community Service or other Career & Life Skills	2	4
Open Electives	3.5	3.5
Capstone Experience	1	1

In addition Connecticut General Statutes requires all students meet fundamental literacy and numeracy performance standards in order to graduate. **Literacy (Reading and Writing) Performance Standard:**

In order to meet the literacy standard, a student must receive a passing grade of 4 credits or credit equivalents in English and 4 credits or credit equivalents in Social Studies including US History, International Studies, Civics, and:

Reading

Every student must be able to read to gain information and to interpret fiction and non-fiction texts. A student will meet the reading component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Reading across the Disciplines on the Connecticut Academic Performance Test (CAPT)
- DRP of 66 or above (offered after 1st CAPT attempt)
- Achieve a minimum of 450 on the Verbal section of PSAT or SAT
- Achieve a minimum score of 18 on the ACT
- Meet standard requirement on locally developed performance assessment task
- Achieve IEP goals for language Arts

Writing

Every student must be able to write in order to inform, express ideas or persuade. A student will meet the writing component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Writing CAPT
- A passing grade according to a uniform rubric similar to state standards on a locally developed essay exam (offered after 1st CAPT attempt)
- Meeting standard on an expository or persuasive writing piece from any curriculum area graded according to a uniform rubric (offered after 1st CAPT attempt)
- Achieve a minimum of 450 on the Writing section of PSAT or SAT
- Achieve a minimum score of 18 on the ACT
- Achieve IEP goals for Language Arts
- English Writing SAT II of 450 or better.

Numeracy (Quantitative Thinking) Performance Standard

In order to meet the numeracy standard, a student must receive a passing grade of 4 credits or credit equivalents in Math (including Financial Literacy) and 3 credits or credit equivalents in a Lab Science and:

Mathematics

Every student must be able to use basic arithmetic operations in solving problems involving simple algebraic, geometric, and statistical concepts. A student will meet the mathematics component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Math CAPT
- Meet standards on a locally developed performance task including the use of statistics, geometry, algebra and arithmetic (offered after 1st CAPT attempt)
- Math Reasoning SAT I of 450 or better
- Math SAT II of 450 or better
- Completion of locally developed assessment, approved in advance by the Math Department which involves use of required concepts, skills
- Achieve a minimum score of 18 on the ACT
- Achieve IEP goals for Math

Science

Every student must be able to understand and apply the basic principles of biological and physical sciences and chemistry, and use appropriate skills to recognize and solve problems scientifically. A student will meet the science component of this standard by receiving a passing grade of 3 credits or credit equivalents in Science and achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Science CAPT
- Completion of a locally developed assessment, approved in advance by the Science Department, that involves data collection, and is graded according to an established rubric.
- Achieve IEP goals for Science

- SAT II Science Subject 450
- Achieve a minimum of 18 on the ACT

Remediation

Every effort will be made to personalize learning for students to raise their achievement level prior to retaking the CAPT or other assessment.

- Individual/small group tutorial
- Elective classes
- Summer school
- Repeat of CAPT test during junior year
- Repeat performance task during junior/senior year or SummerAcademy
- Repeat of DRP measure

Knowledge and Skill Expectations by Content Area Derived from the Common Core of Learning 21ST Century High School Committee Connecticut's Re-Conceptualized High School

English Language Arts: The Connecticut high school graduate will demonstrate proficiency, confidence, and fluency in reading, writing, listening, speaking, and viewing; the graduate will explore and respond to classical and contemporary texts from many cultures and historical periods.

Mathematics: The Connecticut high school graduate can apply a range of numerical, algebraic, geometric, and statistical concepts and skills to formulate, analyze and solve real world problems.

Science: The Connecticut high school graduate will demonstrate knowledge of the basic concepts of, and interrelationship among biology, chemistry, physics, earth (including ecology) and space sciences, and will be able to apply scientific skills, processes and methods of inquiry to the real world.

Social Studies: The Connecticut high school graduate will demonstrate a knowledge of history, civics and government, geography and economics, the social sciences, and humanities including one year of U.S. history and one half year in civics/government.

World Languages and Cultures: The Connecticut high school graduate will demonstrate foundational knowledge and appreciation of the language and culture of one language other than English.

The Arts: The Connecticut high school graduate will create, perform and respond with understanding in at least one of the fine and performing art forms, and appreciate the importance of the arts in expressing human experience.

Technology Education: The Connecticut high school graduate show knowledge about the nature, power, influence and effects of technology and be able to design and develop products, systems and environments to solve problems.

Applied Education: The Connecticut high school graduate will experience school-to-career transition by demonstrating specific knowledge of or experience with one of the eight career clusters: arts and media; business and finance; construction technologies and design; environmental, natural resources and agriculture; government; education and human services; health and bio-sciences; retail, tourism, recreation and entrepreneurial; and technologies; manufacturing, communications and repair, and prepare for adult life and lifelong learning including understanding and preparing for parenting, family and child care responsibilities.

Health, Wellness and Physical Fitness: The Connecticut high school graduate will understand and develop behaviors that promote life-long health and wellness, and will recognize the importance of and participate in physical activities and learning designed to maintain and enhance healthy life styles.

Learning Resources and Information Technology: The Connecticut high school graduate will be a competent user of information and technology and be able to apply related strategies to acquire basic skills and content knowledge.

Guidance and School Counseling

Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the school social worker and school guidance 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 vocational. Counselors will listen and be open and honest with students. Appointments can be arranged by filling out a Guidance Appointment request form in the first floor office, stopping by the guidance office before school, between classes or after school, or obtaining a pass from a teacher.

Educational and career planning guidance is available to help a child to develop a plan for his/her future. Parent notification and involvement is encouraged.

Our counselors: Ms. Megan Legassey
Social Worker: Ms. Michelle Roman

Health Services: School-Based Health Clinic

Ms. Heather Smith, School Nurse

Each parent must complete a medical information form including a record of immunizations to keep on file in the school office for emergency needs. The nursing office is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Scoliosis and hearing tests are administered to students in grade eight. The results are provided to the parents.

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

Administration of Medication

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

Students requiring prescription medicines, including controlled substances, during school hours, must have them administered under written specific order of the student's physician/dentist and the written authorization of the parent/guardian. The school nurse will dispense all such medications. An adult must bring all medications to the school. Students are not allowed to carry medicine to or from school.

Communicable/Infectious Diseases

Students with any medical condition, which within the school setting may expose others to disease or contagious and infectious conditions, may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such condition, parents and students may be required to submit

medical evidence that their child has recovered sufficiently to prevent exposing others.

Disabilities

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

Emergency Medical Treatment

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

Immunizations

Under state law, all students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis B, Varicella (Chickenpox), Rubella and Hemophilus Influenza Type B. Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

In addition to the required immunizations for initial entry into school for kindergarten, regular and special education preschool programs, additional immunizations are required for entry into seventh grade and for entry into eighth grade. For further information regarding immunizations or arrangements for immunization shots to be done at MLC's SchoolBasedHealthCenter, please contact Mrs. Dawn Willingham.

Physical Examinations

All students must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a). Health assessment shall also be required in grade 6 (or 7) and in grade 10 (or 11). All students in grades K-6 and grade 9 will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all students in grades K-3, grade 5 and grade 8. Postural screening will be conducted for all students in grades 5 through 9.

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 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.

Homework is due on the day specified. There should never be an excuse for a student to not know their homework assignment. Students are expected to record their homework assignments in their agenda. Parents are encouraged to provide a quiet place to study and reinforce the importance of keeping up with one's studies daily.

Students who fail to complete homework will be required to make it up.

Internet - Acceptable Use Policy

Electronic information resources include access to the Internet and information contained on any of our local area networks. MPTPA is committed to the importance of providing our students with access to electronic information as part of the learning process. It is expected that students abide by the policies outlined here. Please note that if the terms of this policy are violated, the student is subject to disciplinary action and may lose network privileges or access to school laptops.

1. Students will use electronic information resources only for educational purposes, and only as those purposes are consistent with the curriculum and educational objectives of CREC.
2. Students will use electronic information resources in a responsible, ethical and legal manner at all times.
3. Students will use electronic information resources only with the permission of the supervising teacher or staff member.
4. Students will be considerate of other electronic information users and their privacy and will use polite and appropriate language at all times while accessing and using these resources.
5. Students will not give out any personal information about themselves or anyone else while using these resources unless approved by the teacher.
6. Students will never give out their passwords or telephone number. They will only access the electronic information resources using their own password and username.
7. Students will not knowingly tamper or disrupt electronic information resources, services or

equipment. This includes tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks, network services, proxy servers, or programs. Students should understand that such activity is irresponsible and in some cases may be considered to be a crime.

8. Students will report all security problems they may find while using the electronic information resources to a teacher or to the school staff who is responsible for the use of the resources.
9. Students will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the regular school environment. This can be, but not limited to the distribution of inappropriate pictures, comments, or anything else deemed unacceptable. This includes the use of social networking sites.
10. Students should be aware that the inappropriate use of these resources can be a violation of local, state and federal laws and that they may be prosecuted for violating those laws.
11. Students must never use other persons' information as their own. They must always give credit to the original creators of the information they find online.
12. Students will honor all copyright laws and will seek assistance if a question arises.

Laptop/Computer/iPad Resources

Resources have been invested in technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Ipads, laptops and desktops will be available for student use. Students and their parents must sign an acceptable use policy agreement (AUP) which reviews student access to the network and its resources.

- Students will notify their teacher if they have any problems with the computer.
- CREC reserves the right to monitor activity on its systems and take appropriate disciplinary action against users who violate the contract conditions.
- Be responsible and ethical at all times.
- Use resources with permission of supervising teacher.
- Do not give out your (or other's) personal information unless approved by instructor.
- Do not tamper with hardware or software.
- Report any security problems to teacher or staff.
- Protect your password/logon from others.
- Avoid any activity that is inappropriate.
- Abide by all copyright laws and seek assistance if a question arises.
- Do not send or display comments or images that are harassing, intimidating, obscene, and/or discriminatory.
- Use the computers for the educational purposes for which they were provided.
- Reasonable personal use may be permitted, providing it does not interfere with its school purposes.
- You are responsible for your laptop.
- Do not access and/or participate in chat rooms, newsgroups, bulletin boards, etc., unless supervised by a staff member for a pre-approved instructional activity.
- Do not access or download inappropriate and/or obscene materials.
- Do report immediately any incident or contact which seems suspicious to a teacher or member of the Technology Committee.

Lost and Found

Any articles which are found in the school and or on school grounds should be returned to the main office. Unclaimed articles will be disposed of at the end of each month. Loss or suspected theft of personal and or school property should be reported to the main office immediately.

Lunch

Lunch is held in the MPTPA cafeteria. Students are expected to demonstrate good manners and restaurant protocol. Lunch for students is contracted through the Windsor School District Food Services. Hot lunch and *a la carte* are offered. Students may bring a bagged lunch from home. Milk, juice, and *a la carte* are available on a daily basis. The District participates in the National School Lunch Program and offers to students nutritionally balanced lunches daily. Free and reduced price lunches are available based on financial need. Parents must apply for a free or reduced lunch at the beginning of each school year. A breakfast program is available prior to the start of the school day with the same free and reduced lunch guidelines. Students with a bagged lunch should not bring carbonated beverages, including (but not limited to) soda and "energy drinks."

Applications for the Free and Reduced Meal Program are available in the main office.

If students violate the good order of the dining commons, they will receive disciplinary action including lunch detention in a separate location.

Students are not allowed to call for delivery of food to school by local restaurants. Food deliveries to school for students will be rejected by the office staff. Parents do not bring cakes or birthday items for celebration to school. Student lunches are not long enough in duration to celebrate such events and be at class on time.

All food and beverages are to be consumed in the cafeteria unless students are consuming food and beverages as part of a group activity that has been approved by the school administration or if the child is under a doctor's order for specific consumption of food or beverages. Students who violate this policy are subject to having their items confiscated.

No Child Left Behind Act of 2001

What Every Parent Should Know

Our school district receives funds from the federal government to help improve student learning. These funds are provided under the rules and regulations of a federal law known as the No Child Left Behind Act (NCLB) of 2001.

This education law requires every state to determine academic standards for K-12 students and for every public school

district to demonstrate successful academic achievement in order to receive federal funds. This law also requires public school districts to develop a parent notification process to inform them about student progress and encourage their involvement in their child's academic success.

The following are highlights of NCLB, our district and school's responsibilities and what they mean to you and your child.

Student Achievement

NCLB requires every state to establish academic standards for what students should know and be able to do. Each district and school is measured by how well students are progressing toward and meeting these standards. All students are required to make progress as measured by a state-developed test that is administered annually at specific grade levels.

Annually, the district will publish an easy-to-read and detailed "report card" identifying the progress of each school. Included in the report card is student achievement data separated into groups by:

Race	Ethnicity
Gender	English Language Proficiency
Migrant Status	Disability Status
Low-Income Status	All Students

Parents will also receive information about the professional qualifications of teachers. The annual district report card provides parents with important, timely information about the schools their children attend and how they are performing for all children, regardless of their background.

Adequate Yearly Progress

"Adequate Yearly Progress" (AYP) is the phrase used to describe progress toward achieving state academic standards. AYP is the minimum level of improvement that state departments of education, school districts and school must achieve each year. The state sets the AYP standard that every

Education Rights of Homeless Children and Youth

Our school and school district provide equal access and comparable services to all students regardless of their home living situation. Homeless students are not required to attend a separate school for homeless youth and have the right to benefit from programs for which they are eligible. Some examples of these programs are for students who are disabled, gifted, limited-English proficient, or participate in vocational education and preschool programs.

Who is considered "homeless"? Any child or youth not attending school who lacks a fixed, regular, and adequate nighttime residence is considered homeless and includes those who are sharing housing with others due to loss of housing or economic hardship. It also includes children and youth who are living in hotels, camping grounds, emergency shelters, cars, bus or train stations, or other similar settings. If you are not sure, please call.

What are the education rights of homeless children and youth? Our schools provide equal and comparable access to all students regardless of their home living situation. Homeless children and youth have specific rights that include: *Medical Professions and Teacher Preparation Academy* **29**

school must meet so that every student is proficient in reading, math and language arts by the school year 2013-2014. All groups of students must make the minimum level of improvement each year. Failure of any one group of students may result in a district or school not making Adequate Yearly Progress. In addition, at least 95% of students enrolled in each group must take the test each year.

Accountability

Our district receives funds under Title 1 of NCLB, known as "Improving the Academic Achievement of the Disadvantaged." More information about Title 1 is attached to this notice. Although progress toward AYP is reported for all schools, there are consequences for schools and school districts that receive Title 1 funds but do not achieve AYP. Depending upon the number of consecutive years AYP is not achieved, a district or school that receives Title 1 funds will be identified for needing improvement, corrective action, or restructuring. District and school staff, with the involvement of parents, must develop plans to improve student learning so that AYP is achieved by all students and by each group of students.

School Choice and Supplemental Education Services

Any child attending a Title 1 school that has not made AYP for two or more consecutive years must be offered the option of transferring back to his/her home district. The district will notify parents if their child is eligible for school choice no later than the first day of the school year following the year for which their school has been identified for improvement. The choice no later than the first day of the school year following the year for which their school has been identified for improvement. The No Child Left Behind Act requires that priority for public school choice be given to the lowest achieving children from low-income families.

- a. Immediate or continuation of, enrollment in school and, when desired or feasible, at the "school of origin."
- b. Prompt provision of necessary services such as transportation and meal programs.
- c. Appropriate support services and programs for which they are eligible such as programs for gifted, children with disabilities, vocational education, and preschool.
- d. Academic assistance through the district's federally funded Title I program.
- e. Parent or guardian involvement school activities.

What is the "school of origin"? The term 'school of origin' means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. It is the district's responsibility to ensure the child attends school. Consideration must be given to placement at the school of origin unless doing so is contrary to the wishes of the parent or guardian.

Local Liaison Name: Andrew Skarzynski

Right to Request Teacher Qualifications

Our school receives federal funds for Title I programs that are part of the No Child Left Behind Act of 2001. Throughout the school year, we will continue to provide you with important information about this law and your child's education. You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

if the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
if the teacher is teaching under an emergency status for which state licensing requirements have been waived;
the type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
if your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications. If you would like to request this information, please contact your child's school.

Annual Principal Verification of Highly Qualified Staff Requirements

Our school qualifies for Title I funding under the federal No Child Left Behind Act (NCLB) of 2001. This Act requires that certain teachers and paraprofessionals meet specific requirements that qualify them as "highly qualified". Each District and school receiving NCLB funds must certify that all newly hired teachers and paraprofessionals working in Title I programs are highly qualified. This public notice is verification by the principal that our school is in compliance with this requirement and is making annual progress toward the following:

- All teachers teaching core academic subjects will be highly qualified not later than the end of the school year.
- All Title I teachers hired before January 2002 will be highly qualified not later than the end of school year.
- All Title I paraprofessionals hired before January 2002 will be highly qualified not later than January.

MPTPA's faculty and staff have been deemed "highly qualified" by Mr. Andrew Skarzynski, MPTPA Principal.

Copies of this verification are maintained at the school and the district office and upon request, are made available to any member of the community.

Notice of State Review of District Adequate Yearly Progress (AYP)

MPTPA appreciates your involvement in your child's education. As MPTPA is a new school, we have not yet participated in the CMT or the CAPT. The results of the CMT and the CAPT provide a basic indicator to student learning and school effectiveness. The results of the 2011 CMT will be distributed in the fall of 2011.

By now, you have probably heard of the federal No Child Left Behind Act of 2001. One requirement of this law is that our state Department of Education must annually review the progress of our school district to determine if adequate yearly progress (AYP) is being made toward the state's academic achievement standards. District progress toward meeting state standards is based on total student test performance from every tested grade level at each school in the district and from every tested subgroup of students. Tested subgroups include students who are:

- receiving Special Education services,
- limited English language proficient,
- from low income families, and
- represent different racial/ethnic classifications.

All students and every subgroup in the district must make annual progress toward state standards for the district to be identified as making adequate yearly progress (AYP). This is an ambitious goal that every district administrator, teacher and staff member is striving to attain.

If the state Department of Education determines that the district has not made AYP for two (2) or more consecutive years, it must:

- identify the district for school improvement, corrective action or restructuring,
- provide the district with an opportunity to review the data upon which the review was based, and
- publicize and disseminate the results of the progress review to parents, staff and the community.

In addition, the state will provide assistance to identified districts and must keep parents and the community informed regarding the progress of such assistance in addressing the reasons that caused the district to not make adequate yearly progress.

If you have any questions regarding information provided by the state or about our district's AYP, please contact Mr.

Andrew Skarzynski, MPTPA Principal.

Access to Student Information by Military or College Recruiters

Our district receives funds from the federal government under the No Child Left Behind Act of 2001. These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges and universities, access to the names, addresses and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number not be released by the district without prior written parental consent. If you would like to make such a request, please complete the Access to Student Information by Military or College Recruiters form found in the back of this handbook (and in MPTPA's main office) and return it to MPTPA.

Family Educational Rights and Privacy Act (FERPA) - Annual Notice for Disclosure of School Directory Information - High School

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, the school may disclose some student information without written consent when the information is designated "Directory Information" unless you have advised the district to the contrary in accordance with district procedures.

The primary use for Directory Information by the district is to include this type of information in certain school publications. It is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child's role in a drama or music production
- the annual yearbook
- honor roll or other recognition lists published at school or in newspapers
- graduation programs
- sports statistics listed in programs, such as football which may include height and weight of team members.
- school or district website

Directory Information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (transcripts, etc.)
- class ring manufacturers
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

The school district has designated the following as Directory Information:

- | | | |
|--------------------|---|--|
| ▪ Student name | ▪ Degrees, honors and awards received | ▪ Weight and height of members of athletic teams |
| ▪ Address | ▪ Most recent educational agency or institution attended | ▪ Major field of study |
| ▪ Telephone number | ▪ Participation in school-sponsored activities and sports | ▪ Dates of attendance |
| ▪ Email address | | ▪ Photograph |
| ▪ Grade level | | ▪ Date and place of birth |

Two federal laws require school districts that receive assistance under the No Child Left Behind Act of 2001 to provide military recruiters, upon request, with three Directory Information categories - names, addresses, and telephone listings - unless parents have notified the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose Directory Information about your child without your prior written consent, you must notify the district in writing before September 15. Please complete the FERPA Directory Information Disclosure form which can be found at the end of this handbook and return the entire form to your child's school.

Family Educational Rights and Privacy Act (FERPA) - Annual Notice for Disclosure of School Directory Information - Elementary/Middle School

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. Sometimes our school or district may disclose some student information without written consent when the information is designated "directory information" unless you have advised the school or district to the contrary in accordance with district procedures.

The primary purpose of directory information is to allow us to include some types of information in certain school publications and is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child's role in a school production
- honor roll or other recognition lists published at school or in newspapers
- school/student directory
- school or district website

Directory Information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (school records, etc.)
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

Our school district has designated the following as directory information:

- | | | |
|--------------------|--------------------------------------|--|
| ▪ Student name | ▪ Grade level | ▪ Awards or recognition received |
| ▪ Telephone number | ▪ Participation in school activities | ▪ Weight and height of athletic team members |
| ▪ Photograph | ▪ Dates of attendance | |

If you do not want our school or district to disclose directory information about your child without your prior written consent, you must complete the "Parent Request for Non-Disclosure of School Directory Information" which can be found in the back of this handbook by September 17, 2010 to let us know which type of directory information you wish to deny release or request prior written consent prior to release.

Parent Involvement/Conferences/Communication/PTO

Parents are encouraged to become partners in their child's education. 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 parents' schedules. The small student population of MPTPA will facilitate meeting with parents. Additional conference times have been designated for November and April.

Education occurs 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. Parents/guardians should become familiar with all of the child's school activities and with MPTPA's academic programs. Attendance at parent-teacher conference, participation in campus parent organizations, and being an active PTO member are strongly encouraged.

MPTPA PTO

The Medical Professions and Teacher Preparation Academy will develop and implement a PTO/PTA beginning in the fall of 2011. We encourage the participation of all parents.

Evening Events

Details regarding night events will be distributed to students and via the School Messenger service. Activities will include Open House, curriculum nights, and community conversations. More information will be distributed throughout the year.

Parents Visiting MPTPA Classrooms

Visiting MPTPA and Classrooms:

All visitors must sign in at the main office upon arrival to school. School staff members will assist parents in the main office or escort them to their desired location. Occasionally parents request to visit a classroom to observe a class. In order to keep everyone safe, we require that parents follow this procedure:

- contact Mr. Skarzynski or Ms. Diaz-Ocasio to establish a date and time for the visit
- the administrator will make arrangements with the teacher and confirm the date and time with the parent
- arrive at school at the desired time and sign in to the main office
- a school staff member will bring the visitor to the desired location
- meet with school staff to debrief before leaving the building and to sign out

Promotion and Retention

Placement in High School Classes

Teachers will evaluate all placement decisions for high school based upon student performance in the classroom and on assessments. Because it is critical that students are challenged and provided a rigorous education, student performance will be reviewed on a regular basis. Teacher recommendations for high school placement will be communicated with parents prior to completion of scheduling.

Promotion/Acceleration/Transition Policy

The Medical Professions and Teacher Preparation Academy is dedicated to the continuous development of each student enrolled in the school. MPTPA does not support social promotion. Students will normally progress annually from grade to grade based on meeting standards. Exceptions may be made when, in the judgment of the certified staff, such exceptions are in the best educational interest of the student involved. The major criterion to be used by the certified staff in recommending such exceptions (acceleration or transition) shall be that such acceleration or transition will provide a more appropriate educational program for the student than the alternative (i.e., normal annual promotion). Exceptions will always be made after prior discussions with each student's parents or guardians, but the final decision will rest with the school authorities.

Legal Reference: Connecticut General Statutes, 10-221(b)
Boards of education to prescribe rules

Retention Procedures

The policy for retention will be followed as articulated in the CREC policy manual.

It is expected there will be ongoing communication between the teacher and the student and the teacher and the parent regarding student's progress. All communication with the parent (record of phone calls and emails, as well as meetings) will be kept in the individual child study team file in the grade level pod office.

The parent and student will be notified no later than March 15th if a student is in danger of being retained.*
Communication will be by phone as well as in writing. The parent and student must attend a conference with the school

team within two weeks of March 15th to review an action plan for the student to meet the grade level proficiency for passing the course that is aligned with the criteria for promotion.

Middle School Criteria: A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level. Academic supports will be provided for students not meeting proficiency throughout the school year.

In the event a middle school student is not making sufficient progress and not demonstrating the skills, knowledge, and attributes of a successful student at the next grade level, a remediation plan may be developed.

High School Criteria: A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level.

Promotion and class placement are based on the number of credits earned in the previous year. Further details are available with the school guidance counselor. A sample is as follows:

Minimum Requirements needed for promotion	Student will be placed into	Credits to be Earned by End of the Year**
Successful completion of 8 th grade	9 th grade	8
Seven credits	10 th grade	16
Fourteen credits *	11 th grade	24
Twenty-one credits*	12 th grade	28

Credit recovery classes will be developed for students and information distributed during the school year.

Property, Lockers and Equipment

Lockers will be assigned to students during the school year. These items are the property of the school, loaned to students for their convenience during the school year. Lockers should be kept in good order, not abused and may be opened and subject to inspection from time to time by school officials. Students may not bring in locks from home and attach them to assigned lockers. The right to inspect desks, lockers, laptops, and other equipment assigned to students may be exercised by school officials to safeguard students. School officials may search students, if there is reasonable cause that student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students are warned to not bring large sums of money or valuables to school; liability for these items remains with the students.

Students are responsible for any loss of or damage to the property of the school when the loss or damage occurs through fault of the student. Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate. In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage.

Public Relations and Releases

A Public Relations Release is requested from all students to allow the authorization of photographs, video, and television for the purpose of public relations only.

Safety/Accident Prevention

Student safety on campus and at school related events is a high priority of the MPTPA. Although the MPTPA has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk,
- Follow the school's code of conduct,
- Promptly report safety hazards, including intruders on campus,
- Know emergency evacuation routes and signals, and
- Follow immediately the instructions of staff who are overseeing the welfare of students.

Schedules for Middle School

The Middle School schedule has been designed to reflect the needs of the middle level learner. Students are provided instructional time for their core content area classes and in the special areas. An additional “X” block has been created in the schedule to provide students with further time for academic assistance, theme related speakers or experiences, and club activities.

The middle school rotation will be posted on the school website for each grade.

Schedules for High School

The High School schedule has been designed to reflect the needs of the high school learner. Students are provided instructional time for their core content area classes and in the special areas. A longer ‘block’ schedule is used with an alternating day format to empower student learners with greater contact time with the teacher. An additional “X” block has been created in the schedule to provide students with further time for academic assistance, theme related speakers or experiences, and club activities.

The high school rotation will be posted on the school website for each grade.

Scholarships, Financial Aid and Awards

Students should start early to establish records worthy of scholarship consideration. In general, requirements for scholarship consideration are often combinations of the following: serious attention to studies, good character, financial need and involvement in the activities of the school. While our oldest students are only in tenth grade, it is never too early to consider the importance of an outstanding transcript. Many scholarships and awards are available to qualified students through several outside organizations. As students begin to progress through their high school experience, they should work closely with their Guidance Counselor to identify and evaluate scholarship opportunities.

Service Learning

All MPTPA students in grades 6-10 are required to participate in meaningful theme-based service learning. Teachers will identify opportunities for students to engage in their service learning project and make connections to the theme of the school.

GRADES/TRANSCRIPT

Service learning hours and grades (pass/fail) are reported on the student’s report card and on the transcript.

GUIDELINES

Teachers will distribute guidelines for service learning projects.

Student Records and Directory Information

A student’s school records are confidential and are protected by law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the magnet school until the student withdraws or graduates. This record moves with the student from school to school.

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 their records if the school is given a copy of the court order terminating those rights.**

The principal is custodian of all records for currently enrolled students at MPTPA. Records may be reviewed during regular school hours upon completion of the written request form. The records’ custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

FERPA (Family Educational Rights and Privacy Act) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of students educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights

transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

For more information on FERPA, please reference the No Child Left Behind area in this handbook.

Student Directory Information

The Medical Professions and Teacher Preparation Academy may release to the Parent Teacher Organization, once established, the names, addresses, telephone number and grade levels of students unless the MPTPA is informed by September 17 of the school year that designation of such directory information has been refused for a particular student. The provided directory information is to be used by the PTO for its own school activities or school business.

Textbook Care and Obligations

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 loaned educational materials. All textbooks are expected to be covered.

Transportation

CREC Transportation is coordinating the busing of students within our transportation zone. Parents will receive letters in August indicating bus stops. Students should arrive at least ten minutes prior to the stated pick up time and allow a window of time that extends ten minutes after the designated pick up time. All questions regarding transportation should be directed to the busing office at 860 524 4077. Transportation to and from the MPTPA is a privilege and not a right. **Acts of gross disobedience and misconduct during transportation to and from school may result from removal from CREC's transportation system for a duration of time to be determined by the MPTPA administration.**

Truancy Policy

The Medical Professions and Teacher Preparation Academy recognizes the importance of early intervention for students exhibiting truancy behavior. By Connecticut General Statute (Section 10 – 198a) a "truant" means a student aged 5–18 who has four (4) unexcused absences in one month, or ten (10) unexcused absences in a year. A "habitual truant" means any student, aged 5–18, who has twenty (20) unexcused absences within a school year. An unexcused absence is defined as any absence from a scheduled school day which does not fall under one of the following categories:

- A. Reasons of health, including illness, incapacity, or doctors' visits. The district reserves the right to require a physician's or other appropriate certification for absences in excess of five (5) consecutive days or a total of fifteen (15) days in any school year.
- B. Religious holidays
- C. Court appearance
- D. Funeral
- E. Approved school activities
- F. Suspension
- G. Limited absences from school with parental consent, subject to the approval of the assistant principal. The determination of whether an absence is excused will be made by the building principal.

School personnel, whenever possible, will seek cooperation from parents, and assist them in remedying and preventing truancy. Such procedures include the following:

1. holding a meeting with the parents of any truant child within ten school days after the fourth unexcused absences;
2. coordinating services and referring such children to community agencies;
3. providing notification annually to parents to their obligation under the mandatory attendance laws;
4. obtaining a telephone number where parents can be contacted; and
5. providing notification to parents when their child does not arrive at school

Finally, the law now requires the Executive Director file a "family with service needs" (FWSN) petition with the Superior Court if the parent or other person responsible for the education of a child fails to attend the meeting described in subparagraph (1).

Various Tips for Parents/Guardians

Proactive prevention-oriented approaches have proven effective in enabling school communities to decrease the frequency and intensity of behavior problems. Parents can help create safe schools by keeping open lines of communication.

- Discuss the school's behavioral expectations and policies with your child. Show your support for the rules, and help your child understand the reasons for them.
- Frequently review classroom rules and expectations, as well as general school expectations.
- Involve your child in setting rules for appropriate behavior at home.
- Talk to your child about "mandatory reporting" to school personnel if he/she sees or overhears something that might cause an unsafe environment.
- Help your child find ways to manage anger so that it does not lead to verbally or physically hurting others.
- Help your child understand the value of accepting individual differences.
- Note any changes in your child. For example, frequent outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, and frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems.
- Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child. Encourage your children always to let you know where they are and who they are with.
- Frequently check your child's computer history and make sure you are aware of all passwords.
- Actively monitor your child's cell phone use, including the use of text and picture messages. Encourage your child to report to you when he/she receives offensive or threatening messages.
- Prior to your child leaving home, make sure they are in appropriate dress code.

Visitors

All visitors must sign in at the main office upon arrival to school and receive a "MPTPA visitor" pass before entering any other area of the building. School staff members will assist parents in the main office or escort them to their desired location. Occasionally parents request to visit a classroom to observe a class. In order to keep everyone safe, we require that parents follow this procedure:

- contact Mr. Skarzynski or Ms. Diaz-Ocasio to establish a date and time for the visit
- the administrator will make arrangements with the teacher and confirm the date and time with the parent
- arrive at school at the desired time and sign in to the main office
- a school staff member will bring the visitor to the desired location
- meet with school staff before leaving the building
- sign out and exit the building

Students are not allowed to bring visitors to school.

Withdrawal and Exit Interview

1. The administration must be notified as soon as a student or parent indicates that a withdrawal is possible (No less than one week in advance), and an appointment set up for an exit interview with the parent and child.
2. The results of this interview will be kept on record, and the reason for the withdrawal duly entered into the database for the purpose of charting patterns of student enrollment and withdrawal from a Magnet School.
3. Historical data will be maintained on the withdrawn student, including all grade reports.
4. On their last day of attendance, students will be given a form that must be signed by each of their teachers. This form will indicate their grade at the time of withdrawal and that all materials have been returned. Records cannot be forwarded until all materials have been returned.
5. When a student moves to a new school system, MPTPA will send the student's records to the new district within ten business days of receiving written release of records.

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

SEXUAL HARASSMENT REPORT FORM

The Public Schools maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances. Individuals who suspect that they may be victims of sexual harassment shall complete this form and file it with the District Title IX Compliance Officer at _____

Complainant _____
Home Address _____
Work Address _____
Home Phone Work Phone _____

Date of Alleged Incident(s) _____
Name of person(s) you believe sexually harassed you _____
List any witnesses that were present _____

Where did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used: any specific verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has sexually harassed me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature) (Date)

Received by _____ (Date)
Signature-District
Title IX Compliance
Officer

A copy of this form shall be provided to the complainant.

Capitol Region Education Council–Medical Professions and Teacher Preparation Academy

Access to Student Information by Military or College Recruiters

Dear Parent/Guardian and Secondary Students:

Our district receives funds from the federal government under the No Child Left Behind Act of 2001. These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges and universities, access to the names, addresses and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number be released by the district without prior written parental consent. If you would like to make such a request, please complete the following and return it to your child's school.

Parent or Guardian: Please complete this section and return the entire form to your child's school. Use a separate form for each child.

I am aware the district must provide access to military recruiters and colleges or universities of student names, addresses and telephone listings. I am aware the district will provide this information upon request, unless I require that such information not be given to the following groups without prior written parental consent:

Military Recruiters (please check one):

- Do not release my secondary student's information to military recruiters at any time.
- Do not release my secondary student's information to military recruiters until you have first obtained my priorwritten parental consent before doing so.

Colleges, Universities, or Institutions of Higher Learning (please check one):

- Do not release my secondary student's information to colleges, universities or other institutions of higher learning atany time.
- Do not release my secondary student's information to colleges, universities or institutions of higher learning until you have first obtained my prior written parental consent before doing so.

Name of Student: _____ Name of Parent/Guardian: _____

Parent Signature: _____ Date: _____

Adult Student Signature: _____ Date: _____

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

00NCLB-11 (Rev. 03/04 US)

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Capitol Region Education Council–Medical Professions and Teacher Preparation Academy

Family Educational Rights and Privacy Act (FERPA) Annual Notice for Disclosure of School Directory Information *High School*

Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, the school may disclose some student information without written consent when the information is designated "Directory Information" unless you have advised the district to the contrary in accordance with district procedures.

The primary use for Directory Information by the district is to include this type of information in certain school publications. It is generally not considered harmful or an invasion of privacy if released. Examples of school publications are:

- a playbill or program, showing your child's role in a drama or music production
- the annual yearbook
- honor roll or other recognition lists published at school or in newspapers
- graduation programs
- sports statistics listed in programs, such as football which may include height and weight of team members.
- school or district website

Directory Information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- other schools the student is seeking to attend (transcripts, etc.)
- class ring manufacturers
- state or federal authorities auditing, evaluating programs or enforcing state or federal laws
- a court by order of a subpoena.

The school district has designated the following as Directory Information:

- | | |
|--|--|
| <ul style="list-style-type: none">▪ Student name▪ Address▪ Telephone number▪ Email address▪ Grade level▪ Degrees, honors and awards received▪ Most recent educational agency or institution attended | <ul style="list-style-type: none">▪ Participation in school-sponsored activities and sports▪ Weight and height of members of athletic teams▪ Major field of study▪ Dates of attendance▪ Photograph▪ Date and place of birth |
|--|--|

Two federal laws require school districts that receive assistance under the No Child Left Behind Act of 2001 to provide military recruiters, upon request, with three Directory Information categories - names, addresses, and telephone listings - unless parents have notified the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose Directory Information about your child without your prior written consent, you must notify the district in writing before September 17, 2010. Please complete the FERPA Directory Information Disclosure form which can be found below and return the entire form to your child's school.

Mr. Andrew Skarzynski, Principal

Please complete this section and return the entire form to your child's school. Complete a separate form for each child.

Name of Student: _____ School: _____ Date: _____

I request that the school obtain my prior written consent before any "Directory Information" is disclosed or released about my child.

Name of Parent/Guardian: _____ Signature of Parent/Guardian: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone Number: _____ Email Address: _____

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	
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00NCLB-14 (Rev. 03/04 US)

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Capitol Region Education Council - Metropolitan Learning Center

**Capitol Region Education Council–Medical Professions and Teacher
Preparation Academy
Family Educational Rights and Privacy Act (FERPA)
Parent Request for Non-Disclosure of School Directory Information
Elementary/Middle School**

Name of Student: _____

Date: _____

Name of Parent: _____
Preparation Academy

Medical Professions and Teacher

Use a separate form for each child you are requesting nondisclosure of school directory information. Please return this form to:

Medical Professions and Teacher Preparation Academy
10 Univac Lane @ 10 Targeting Center
Windsor, CT 06095

**Parent/Guardian: Please complete the section below and return the entire form to your child's school.
Parent: Select either 1, 2 or 3 from the list below**

I am requesting that my child's school take one of the following actions regarding the release of school directory information.

1. Do not release ANY information about my child, including name, telephone number, grade level, etc.
or
2. Do not release the following information about my child (select one or more):

- | | |
|---|---|
| <input type="checkbox"/> Student name | <input type="checkbox"/> telephone number |
| <input type="checkbox"/> grade level | <input type="checkbox"/> awards or school recognition |
| <input type="checkbox"/> dates of attendance | <input type="checkbox"/> photograph |
| <input type="checkbox"/> participation in school activities | <input type="checkbox"/> weight and height of athletic team members |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

- or
3. Notify me for my prior written consent before any directory information is disclosed or released about my child.

Signature of Parent/Guardian: _____

Address: _____ City: _____ Zip: _____

Telephone: _____ Email Address: _____

Preferred method for school to communicate with parent: telephone email

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

