



CREC

Public Safety
Academy

Student and Families Handbook 2016-2017

Duty - Honor - Courage - Excellence

Public Safety Academy
1617 King Street
Enfield, Connecticut 06082
(860) 253-0274
Fax (860) 253-0406
www.crecschools.org
Mr. Jeffrey Larson, Principal

Capitol Region Education Council
111 Charter Oak Avenue
Hartford, Connecticut 06106
(860) 247-2732
www.crec.org
Dr. Greg Florio, Executive Director
Ms. Dina Crowl, Superintendent of CREC Magnet Schools



Public Safety Academy

August 31, 2016

Dear Student:

Your Public Safety Academy School handbook plays an important role in your success at school. It will help you to organize your academic plan, as well as become informed about important school rules, policies and opportunities.

We feel strongly at PSA that you are mature enough to take responsibility for your educational future. Your teachers, working together with your parents, will help you in becoming an organized and responsible school citizen.

It is essential that you read and understand the contents of your student handbook. If you have questions it is your responsibility to seek out a PSA staff member to help guide your understanding of the information contained within this handbook.

As always...Make it a great year, a great month, a great week and a great day at PSA!

Sincerely,

Mr. Larson

Mr. Davila

Mrs. Howard-Bender

Mr. Sposito

Mrs. Scott

PSA QUICK REFERENCE DIRECTORY

CREC PSA Main Office – (860) 253-0274

- Main Office Secretary
- Call the main office to report attendance, to be connected to a teacher voicemail or for general questions

For information regarding specific classes, student or academic concerns, parents are encouraged to contact team leaders or the main office to be connected directly to a teacher's voicemail

For additional contact numbers, please refer to CREC PSA website:

<http://www.crecschools.org/our-schools/public-safety-academy/>

Parents needing further information should contact the appropriate staff member listed below:

- **Jeffrey Larson**, CREC PSA Principal jlanson@crec.org
 - Kristen Deskus, Administrative Assistant to the Principal kdeskus@crec.org
- **Assistant Principals**
 - Tony Davila adavila@crec.org
 - Kate Howard-Bender khowardbender@crec.org
 - Michael Sposito msposito@crec.org
- Dean of Students
 - Judy Scott jscott@crec.org
- Theme Team
 - Alvin Schwapp - Theme Director alschwapp@crec.org
 - Cory LaChance -Magnet-Theme Coach clachance@crec.org
 - Darryl Roberts - Theme School Coordinator droberts@crec.org
- Guidance Department
 - Janice Perez - Guidance Secretary japerez@crec.org
 - Lauren Sondrini – EIP Coordinator lsondrini@crec.org
 - Liliana Cuevas – Student Support lcuevas@crec.org
 - John Knapp jknapp@crec.org
 - Heather Venitosh hvenitosh@crec.org
- **Support Personnel**
 - Genesis Coss, School Psychologist gcoss@crec.org
 - Linda Dadario, School Social Worker ldadario@crec.org
 - Joel Weisel, School Social Worker jweisel@crec.org
- **School Nurse**
 - Donna Hartman dhartman@crec.org

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REGULAR DAY BELL SCHEDULES

REGULAR DAY	
Student Arrival	7:35
Lockers/Passing	7:50 - 7:55
Period 1	7:55 - 9:15 (80)
Silent Reading/Advisory (in Advisory Classroom)	9:18 - 9:48 (30)
Flex Period	9:48 - 10:18 (30)
Period 2	10:21 - 11:41 (80)
Period 3	11:44 - 1:37
Grades 7 & 8 First Lunch 11:44 - 12:14	Dismissal from 2nd Block Lunch: 11:44 - 12:14 Class: 12:17 - 1:37 (80)
Grade 9 & 11 Second Lunch 12:20 - 12:50	Class Begins: 11:44 - 12:18 (34) Lunch Dismissal: 12:20 - 12:50 Class Resumes: 12:52 - 1:37 (45)
Grades 10 & 12 Third Lunch 1:07 - 1:37	Class: 11:44 - 1:04 (80) Dismissal 1:04 Lunch: 1:07 - 1:37
Period 4	1:40 - 3:00 (80)
Student Dismissal	3:00

X DAY (NO FLEX TIME, SILENT READING, or FORMATION)	
Student Arrival	7:35
Lockers/Passing	7:50 - 7:55
A1	7:55 - 8:41 (46)
A2	8:44 - 9:30 (46)
A3	9:33 - 10:19 (46)
A4	10:21 - 11:07 (46)
B1: First Lunch Grades: 7, 8, 9	Lunch: 11:10 - 11:40 Class: 11:43 - 12:31 (48)
B1: Second Lunch Grades 10, 11, 12	Class: 11:10 - 11:58 (48) Lunch: 12:01 - 12:31
B2	12:34 - 1:20 (46)
B3	1:23 - 2:10 (47)
B4	2:13 - 3:00 (47)
Student Dismissal	3:00

HALF DAY (NO FLEX TIME, SILENT READING, or FORMATION)	
Student Arrival	7:35
Lockers/Passing	7:50 - 7:55
Period 1	7:55 - 8:54 (59)
Period 2	8:57 - 9:56 (59)
Period 3	9:59 - 10:58 (59)
Period 4	11:01 - 12:00 (59)
Student Dismissal	12:00

EXAM SCHEDULE (MIDTERMS AND FINALS)	
Student Arrival	7:35
Locker/Passing Time	7:50 - 7:55
First Exam	7:55 - 9:55
Second Exam	10:00 - 12:00
Student Dismissal	12:00

DELAYED OPENING BELL SCHEDULES

60 MINUTE DELAY (NO FLEX TIME, SILENT READING, or FORMATION)	
Student Arrival	8:35
Lockers/Passing	8:50 - 8:55
Period 1	8:55 - 10:17 (82)
Period 2	10:20 - 11:42 (82)
Period 3	11:45 - 1:38
Grades 7 & 8 First Lunch 11:45 - 12:15	Dismissal from 2nd Block Lunch: 11:45 - 12:15 Class: 12:18 - 1:38 (80)
Grades 9 & 11 Second Lunch 12:27 - 12:57	Class Begins: 11:45 - 12:25 (40) Lunch Dismissal: 12:25 Class Resumes: 12:59 - 1:38 (39)
Grades 10 & 12 Third Lunch 1:08 - 1:38	Class: 11:45 - 1:05 (80) Lunch Dismissal: 1:05
Period 4	1:41 - 3:00 (79)
Student Dismissal	3:00

90 MINUTE DELAY (NO FLEX TIME, SILENT READING, or FORMATION)	
Student Arrival	9:05
Lockers/Passing	9:20 - 9:25
Period 1	9:25 - 10:38 (73)
Period 2	10:41 - 11:54 (73)
Period 3	11:58 - 1:44
Grades 7 & 8 First Lunch 11:58 - 12:28	Dismissal from 2nd Block Lunch: 11:58 - 12:28 Class: 12:31 - 1:44 (73)
Grades 9 & 11 Second Lunch 12:37 - 13:07	Class: 11:58 - 12:35 (37) Lunch Dismissal: 12:35 Class Resumes: 1:09 - 1:44 (35)
Grades 10 & 12 Third Lunch 1:14 - 1:44	Class: 11:58 - 1:11 (73) Lunch Dismissal: 1:11
Period 4	1:47 - 3:00 (73)
Student Dismissal	3:00

2 HOUR DELAY (NO FLEX TIME, SILENT READING, or FORMATION)	
Student Arrival	9:35
Lockers/Passing	9:50 - 9:55
Period 1	9:55 - 11:00 (65)
Period 2	11:03 - 12:41
Grades 7 & 8 First Lunch 11:03 - 11:33	Dismissal from 1st Block Lunch: 11:03 - 11:33 Class 11:36 - 12:42 (65)
Grades 9 & 11 Second Lunch 11:39 - 12:09	Class: 11:03 - 11:37 (34) Lunch Dismissal : 11:37 Class Resumes: 12:11 - 12:41 (30)
Grades 10 & 12 Third Lunch 12:11 - 12:41	Class: 11:03 - 12:08 Lunch Dismissal: 12:08
Period 3	12:44 - 1:49 (65)
Period 4	1:52 - 3:00 (65)
Student Dismissal	3:00

Who we are...

Our students are instilled with a commitment to achievement and leadership. As a college and career preparatory academy, high academic expectations, strong parental participation, and rich diversity all help to shape the culture of our school. Through theme-integrated learning, our students are exposed to opportunities that inspire new knowledge and experiences that help them to shape the path of their future in post-secondary learning and careers. Our students have the opportunity for real-life experiences in a range of public service fields.

Through the rigorous academic program at PSA, our students develop the self-discipline that will help them thrive in college and then in chosen careers making them indispensable leaders for the future.

PSA Vision

The Public Safety Academy is a values-driven school community with high academic expectations, where cultural diversity is celebrated, parent/guardian participation is a key to student success, development of leadership skills are emphasized; and every student develops an understanding of and a commitment to serving the community.

PSA Mission

Our mission is to provide a rigorous and innovative learning environment that inspires our students to achieve academic excellence, embody selfless service, and become tomorrow's leaders.

PSA Core Values

- Duty** The fulfillment of obligations to self, family, fellow community members, and the CREC Public Safety Academy. We will commit to the good of the whole rather than focusing on individual needs.
- Honor** The embodiment of our core values through respect, integrity, humility and selflessness.
- Courage** The fortitude and resilience within you to do the right thing for the right reason at all times.
- Excellence** The pursuit of excellence is the foundation which unites all disciplines of Public Safety. We strive to do our best in everything we do. We will have a relentless drive to achieve greatness.

PSA Student Pledge

"As a member of the Public Safety Academy family, I pledge to uphold our Core Values of Duty, Honor, Courage and Excellence. I am committed to academic excellence and service. Today, I will exemplify leadership and achievement."

PSA Motto

Inspiring tomorrow's leaders through academic excellence, service, and duty.

CREC VISION

Every student can and shall learn at high levels and, therefore, must have access to all educational resources within the region through the system of public schools served by CREC.

CREC MISSION

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:

1. Promote cooperation and collaboration with local school districts and other organizations committed to improved quality of public education;
2. Provide cost effective services to member districts and other clients;
3. 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;
4. Provide leadership in the region through the 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 CORE VALUES

Trust: Built on personal integrity, and forthright and ethical communication

Leadership: Born of wisdom, experience, tenacity and courage

Diversity: Striving to promote social justice through our programs and our actions

Quality: Through a culture of continuous improvement

Collaboration: By partnering with our 35 member districts, area agencies, and by maintaining collegiality within our divisions, programs and staff

EQUAL OPPORTUNITY

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

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

ASBESTOS

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

ACADEMIC TEAMS

At PSA, both teachers and students are divided into grade level teams. Each grade level team consists of six teachers and approximately one hundred students. Math, English Language Arts, Science, and Social Studies make up the core curriculum which is enriched and integrated with the Essentials Program. Essential subject areas include World Language, Instrumental and Choral Music, Physical Education, Art, Technology Education and Theme classes.

PSA teams will present students with specific organization systems for binders, folders, and related school materials. This organizational system will be used among all teams and adapted for each grade level's specific needs.

Guidance Counselors follow the progress of each student closely, help students develop important life skills, and explore their learning styles and career interests. Additional services supports include: Math Intervention and Literacy Intervention classes which are designed to enhance student understanding in reading, writing, and math. The Theme staff work with students to provide hands on activities and explore areas of interest with field trips, speakers, demonstrations and cooperative learning opportunities. Finally, Special Education Teachers, the School Nurse, the School Social Worker, behavior interventionists, Paraprofessionals and Technology Consultants also provide specific supports to enhance student learning.

ACADEMICS

Grading System

The academic year is divided into four marking periods. A student's grade in each class will be based on some or all of the following: daily work, class participation, homework assignments, projects, tests, quizzes, and overall effort. Teachers will explain their specific grading systems, as determined by department guidelines. Copies of these guidelines will be sent home, posted electronically, or made available by request to parents.

Interim/Progress and Report Cards

In an effort to keep your parents informed of your academic performance, interim reports are issued twice each quarter. Teachers update grades weekly and typically post current grades on Monday. To access current grade and attendance information please log in to the Powerschool website at <https://crec.powerschool.com/public/> . If you have issues with login or password please contact the PSA guidance office.

Academic Terms

1st Quarter	August 31 - November 4
2nd Quarter	November 7 - January 20
Exam 1	January 23 - 26
3rd Quarter	January 30 - April 7
4th Quarter	April 17 - June 5
Exam 2	June 6 - 12

Progress Reports Mailed Home

September 16, October 7, October 27
December 2, December 23, January 13
February 17, March 10, March 31
May 5, May 26

Report Card Conferences

December 7 and 8 - Specific times TBA

March 15 and 16 - Specific times TBA

Honor and Recognition Assemblies

The Honor and Recognition Assemblies acknowledge the hard work and efforts of our students. We believe it has a positive impact on students and reinforces our core values. Assemblies occur at the beginning of each marking period celebrating the accomplishments of the previous marking period. Dates will be announced by individual teams. Parents are encouraged to attend.

Middle School Promotion Policy:

Grade Requirements for Promotion/Retention

For students in grades 7 - 8:

In order to be promoted to the next grade level, a student must pass 2 or more core academic classes (Social Studies, Math, Science & Language Arts). The following criteria will be followed:

1. If a MS student fails 1-2 academic courses, summer school will be highly recommended.
2. If a MS student fails 3 or more academic courses, the student **must attend** summer school in order to be promoted.
3. If a MS student fails 4 or more academic courses, the student will be retained.

A middle school student will be promoted, accelerated, or retained in accordance with CREC policy # 5123

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision-making process. Parents will be notified as early as possible that retention is being considered and except in very unusual circumstances, no later than March 15. The Principal shall be responsible for making the final decision as to retention and assignment.

High School Promotion

Credit Requirements for Promotion/Retention

If a student fails a required course, that student should attend summer school immediately following the current school year in order to satisfy the requirement. In the event that the student does not, or is unable to attend a summer school for the course, the student will enroll in the same course the following school year at CREC PSA. No student will be moved on to the next course in the sequence listed in the CREC PSA Scope and Sequence (see “Program of Studies” posted on CREC PSA website) without passing the prerequisite course. “Doubling up” on required courses will only occur during senior year, or by administrative approval.

Students must have the following number of credits to qualify for the appropriate class level:

Grade Level	Credit Minimums
Entering Grade 10	7
Entering Grade 11	14
Entering Grade 12	20

Class Rank

A student’s class rank is calculated yearly for each high school student. Rank is based on a cumulative average of the student’s weighted GPA, using the final grades of all graded courses. Cumulative rank means that the calculation is based on all high school course work, and not just the student’s current year final grade. *For example, a junior student’s class rank will be calculated using the GPA from 9th, 10th and 11th grade final grades.*

GPA Weighting

- Honors courses add .25 to student’s GPA in that course
- AP and ECE courses add .5 to student’s GPA in that course

CREC Magnet Secondary Schools

Common 4.5 Weighted Grade Scale and Honor Levels

To be used by: CREC Academy of Aerospace & Engineering, CREC Arts Middle School, CREC Arts High School, CREC Medical Professions Academy, CREC Public Safety Academy, CREC Two Rivers High School.

Number Grade	Letter Grade	4.5 Scale	Honors Weight	AP/ECE Weight
100	A+	4.50	4.75	5.00
99	A+	4.40	4.65	4.90
98	A+	4.30	4.55	4.80
97	A+	4.20	4.45	4.70
96	A	4.10	4.35	4.60
95	A	4.00	4.25	4.50
94	A	3.90	4.15	4.40
93	A	3.80	4.05	4.30
92	A-	3.70	3.95	4.20
91	A-	3.60	3.85	4.10
90	A-	3.50	3.75	4.00
89	B+	3.40	3.65	3.90
88	B+	3.30	3.55	3.80
87	B+	3.20	3.45	3.70
86	B	3.10	3.35	3.60
85	B	3.00	3.25	3.50
84	B	2.90	3.15	3.40
83	B	2.80	3.05	3.30
82	B-	2.70	2.95	3.20
81	B-	2.60	2.85	3.10
80	B-	2.5	2.75	3.00
79	C+	2.40	2.65	2.90
78	C+	2.30	2.55	2.80
77	C+	2.20	2.45	2.70
76	C	2.10	2.35	2.60
75	C	2.00	2.25	2.50
74	C	1.90	2.15	2.40
73	C	1.80	2.05	2.30
72	C-	1.70	1.95	2.20
71	C-	1.60	1.85	2.10
70	C-	1.50	1.75	2.00
69	D+	1.40	1.65	1.90
68	D+	1.30	1.55	1.80

67	D+	1.20	1.45	1.70
66	D	1.10	1.35	1.60
65	D	1.00	1.25	1.50
64	D	0.90	1.15	1.40
63	D	0.80	1.05	1.30
62	D-	0.70	0.95	1.20
61	D-	0.60	0.85	1.10
60	D-	0.50	0.75	1.00
59	F	0.00	0	0
58	F	0.00	0	0
57	F	0.00	0	0
56	F	0.00	0	0
55	F	0.00	0	0
54	F	0.00	0	0
53	F	0.00	0	0
52	F	0.00	0	0
51	F	0.00	0	0
50	F	0.00	0	0

Honor Roll Protocol

- *Honor Roll Awards will change to be as follows:*
 - *Students who earn a quarterly GPA average of 3.0 or higher with no Ds or Fs shall earn "Honor Roll" for that academic quarter.*
 - *Students who earn a quarterly GPA average of 3.5 or higher with no Cs, Ds or Fs shall earn "High Honors" for that academic quarter.*
 - *Students who earn a quarterly GPA of 4.0 or higher and earned only grades in the "A" range shall earn "Honors with Distinction" for that academic quarter.*

Other Notes

- *This document replaces and supersedes any and all school-based handbook language that may have been previously published.*
- *This grade scale is to be implemented initially during the 2016-17 School Year. All historical grades and GPA calculations will remain and will not be recalculated using this system.*
- *This grade scale will not be used by Two Rivers Magnet Middle School or the Metropolitan Learning Center, who both currently use Mastery-Based Learning Systems*

Service Learning – all grade levels

At CREC PSA, Service learning refers to grade level projects completed during school hours. In grades 7-10, service learning will be delivered through the Social Studies Curriculum. Grades 11 and 12 will fulfill this requirement through the Capstone course.

- Students are encouraged to complete extra community service/volunteer hours, and these additional hours will be documented in the student's Student Success Plan portfolio. Please keep in mind that "Service Learning" and "Community Service" are separate programs. For more information on "Community Service" please see the Program of Studies, or contact the PSA school counseling department.

CREC PSAT and SAT Testing

During October of Sophomore AND Junior Year, CREC PSA will administer the CREC PSAT Test during school hours.

During February of Junior Year, CREC PSA will administer the SAT during school hours. If your child receives special education services or has a 504 plan, please speak to their case manager to ensure that, if necessary, appropriate accommodations are in place for the testing.

Advanced Placement Courses

Many colleges and universities will give advanced placement credit for accelerated courses taken in high school. ***All students enrolled in an AP courses must take the AP exam in May.***

1. Students are responsible for this payment.
2. The College Board and the CT. Department of Education does offer a fee reduction for those students who qualify for free or reduced lunch under the National School Lunch Act.
3. Students must contact the guidance office to obtain AP registration forms as well as for more information related to AP Courses.
4. Students must complete all summer assignments in order to stay enrolled in the course.
5. Students and Parents should also go to www.collegeboard.org for more information.

UConn Early College Experience (ECE)

For current student eligibility guidelines and information please visit the University of Connecticut ECE website at <http://ece.uconn.edu/>

The UConn Early College Experience office continues to extend the responsibility of student gatekeeping into courses to our partner high schools. Although each high school may have additional criteria specific to their student population, our UConn ECE partners should utilize our Course Eligibility Guidelines in their student selection process. These include:

1. Students must have fulfilled any formal prerequisites required by the UConn department for a particular course.
2. It is recommended that students have demonstrated through prior academic performance an ability to succeed in the subject area for any course for which they register.
3. Any student registered at a partner high school for a specific course should be recommended by an instructor or guidance counselor at the high school.

Lost or Damaged Resources

Students are accountable for laptops, books, locks, etc. If these are not returned or are damaged, the student will be charged to replace them. Please see the Laptop and Network Use Agreement for details of this agreement. Teachers and office staff, upon completion of both the semester and school year, will issue accountability slips. Any student with an outstanding accountability will not be permitted to attend field trips or graduation activities until payment arrangements are made. In addition, transcripts will be withheld until accountability has been satisfied.

ATTENDANCE POLICY AND PROCEDURES

We believe that student attendance is critical. Regular and full attendance is essential to school success. Our policies are guided by the belief that both close in-school monitoring and communication with parents and guardians is essential. Illness and emergencies do happen, but we discourage scheduling family activities or vacations that take the student out of school. Students with excessive absences will have a meeting scheduled with their parents, counselor, and administrator to discuss strategies to improve attendance and possible consequences based on CT State law. **Students who are absent or who leave school early are not allowed to participate in after-school or evening activities that day, including athletics.**

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

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

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

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

PSA Attendance Procedures

- School begins at 7:55 a.m.
 - Any student arriving after 7:55 a.m. will be marked “tardy.”
 - Students arriving late because of a late-arriving bus will not be marked tardy.
- School dismisses at 3:00 p.m.
 - Any student dismissed prior to 2:45 p.m. will be marked “dismissed early.”

Reporting Absences

Parents need to notify the school if a student is absent. This does not mean the absence is excused it means it is reported. Absences due to illness will be coded medically excused if a doctor’s note is provided.

Students who plan to be absent for any reason should seek approval by presenting a note from home to the principal, who will then determine if an absence is excused.

Parents are encouraged to contact guidance counselors and/or the administration with questions regarding attendance at any time during the year.

On the day of any single absence, a phone call from a parent/guardian providing notification of a student’s absence will be needed (unless previous notification has been made). Lengthier absences will require a note. Documentation from a medical practitioner will be needed in the event of excessive absences. Please call the PSA main office at **860-253-0274** before 9:00 a.m. to report absences. If you need to leave a message, please tell us your name, your child's name, and the reason for the absence. For the caller’s convenience, messages can be left in English or Spanish.

Your call to the PSA Main Office is a safety precaution and indicates that you are aware of your child’s absence and eliminates the need for the school to interrupt the parent/guardian at work or home.

Early Dismissal

We discourage parents from making appointments or planning other activities which require that their child leave school early. In the event that this cannot be avoided, please adhere to the following procedure:

1. Dismissals from school for important reasons should be requested in writing in advance. If a student is to be dismissed during the school day, a written request, including a phone number for verification from the parent or guardian, should be brought to the main office on the morning of the day in question. If this is not possible, the parent/guardian **must** call at least **two hours prior** to the early dismissal.
2. Parents/guardians **must** come into the building and sign out their child with the main office.

Students who are dismissed and return to school the same day must report to the main office in order to be readmitted to class.

Please note: Students may be required to make up lost class time after school, due to excessive early dismissals.

Connecticut State Law and CREC Policy

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

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

Other

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

Unexcused Absence

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

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

Absences Due to Vacations/Social Functions

The administration strongly disapproves of absences from school because of family vacations and/or social activities. 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 principal. School absences for reasons others than those listed above (i.e. vacations, social functions, etc.) must have the prior approval of the principal. Students must submit a note from home to the receptionist two weeks prior to the day(s) of the absence. The principal will then determine approval or disapproval. Teachers will do their best to provide work, but we cannot guarantee that it will be available. These days will still be coded as an absence.

Truancy

A student age five to eighteen, inclusive, with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

- Four absences in one month may result in an attendance meeting with administration.
- Ten accumulated absences may result in an attendance meeting with administration.
- The goal of the attendance meeting will be to create an action plan to support the student's regular attendance at school. The school psychologist, social worker and/or school nurse may be in attendance to support the creation of the plan. The goal of this meeting is to work collaboratively with the family. If however, the parent/guardian does not support the effort to address the attendance issue, the school may seek further support from outside agencies/resources. A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations.

Homework/Make-up Work

On the second day of an absence, or if a parent knows that a child will be out of school for three or more days, a parent may request homework. Requests should be made to the Guidance Office (860-253-0274 ext. 7806) and will be filled the following day. A parent may pick up the homework in the Guidance Office after 3:15 p.m. twenty-four hours after the request is made or may ask that it be sent home with another student.

Please Note

The responsibility for completing make-up work rests with the student, not the teacher. Students are responsible for contacting the teachers for missed assignments. If a student is absent due to illness or suspension, the student is expected to make up the homework that was required for that day(s). All make-up assignments should be completed within five (5) days when the student returns to school.

Before School, After School and Loitering

Parents: do not drop students off early to school. Students should not be on school grounds before 7:35 a.m., or left unattended after 3:00 p.m.

No student or group of students may use school facilities without the expressed consent and direct supervision of a faculty member. Students caught after school without a place to go will be subject to disciplinary action up to and including suspension. Students should leave the school building immediately at 3:00 p.m., unless they are enrolled in an after-school program, activity, or athletics. Any student loitering on school grounds after 3:00 p.m. may be subject to disciplinary action. We are making every effort to ensure our school is safe and secure.

Students wishing to stay to watch academic or athletic competitions that occur on school grounds can only do so if their parent will be accompanying or an announcement has been made that spectators are welcome.

DAILY ROUTINES

Entrance/Arrival Procedures

- All students must enter through their grade-level entrance and proceed to the cafeteria, if they are having breakfast, or directly to their locker. Entrances are marked for 7th, 8th and high school students.
- Upon entering the building, students will be greeted at the door with a hand shake, and a “Good Morning!”. Students are expected to return the greeting and look the greeter in the eye. Students will also be checked to ensure that everyone is in proper dress code. If you cannot comply with PSA dress code you will be directed to Ms. Joiner in the Main Office. Loaner uniforms are available.
- Students must be in their first period class by 7:55 a.m. All teachers will be in the hallway in front of their classroom to facilitate transition out of the hallway.
- At 7:55 a.m. all students should be out of the hallways, teachers will enter their rooms, take attendance and begin class
- All tardy students are required to present a pass upon entering class.
- Students tardy to school must sign in at the Main Office.

Hallway Transitions

It is important for students to move in an orderly fashion through the halls, being mindful of other student and staff in the hallways and high traffic areas. Students should walk on the right side of the hall, in a single file in order to facilitate quick and efficient traffic flow during passing times.

Exit/Dismissal Procedures

In order to ensure a safe and timely dismissal, all students will be dismissed by bell or on occasion announcement. In the case of dismissal by announcement, students will be instructed when and where to exit the building. No students should be released until instructed to do so by a member of the administrative team.

Lockers

All students will be assigned a locker at the beginning of the year so that they may secure their belongings during the school day. It is our expectation that students will follow all guidelines for locker use. Locker number and combination information is available in powerschool

Lunch

Students are expected to demonstrate good manners and restaurant protocol during lunch. Lunch is prepared at PSA by Food Services. Students may bring a bagged lunch from home. The CREC Public Safety Academy 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/Guardians **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. For more information see <http://www.crecschools.org/for-parents/crec-food-service-program-information/>

At CREC PSA, students are expected to keep their area clean, contribute to a safe and respectful environment, and adhere to the same high expectations we require in the classroom. Any negative behavior or failure to comply with lunch room responsibilities may result in disciplinary action.

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/guardians are not allowed to bring cakes or birthday items for celebration to school. Student lunches are not long enough in duration to celebrate such events.

BEHAVIORAL EXPECTATIONS

The main purpose of our school is to provide an environment where students can learn. Behavior in the classroom or within the building that disrupts or interferes with the teaching/learning process will not be tolerated. Respect for the rights of your fellow students to learn and teachers to teach are the basic measure of good student conduct and self-discipline. The Public Safety Academy promotes a culture of behavior and respect built upon the PSA Core Values and PBIS Behavioral Expectations.

It is not possible to cover in this handbook all circumstances or events that could lead to the need for discipline; much is left to the judgment of teachers and administrators. As in any orderly society, there are a few basic rules that all students are expected to follow. The school's responsibility extends beyond its doors and each of you are expected to obey school rules, traffic regulations, use common sense, and respect the rights of fellow students and those of homeowners while on the way to and from school, whether on a bus or riding in with a parent. In order to provide an environment which is safe, healthy and conducive to learning, we expect that you will uphold PSA Core Values by:

- Showing courtesy and consideration for all.
- Behaving in a manner that is not disruptive to the educational process.
- Complying with classroom procedures and requirements.
- Respecting and assuming responsibility for school and personal property.
- Maintaining honesty and integrity in academic work and in dealing with fellow students and teachers.

STUDENT EXPECTATIONS

Because the administration, faculty and staff at PSA are committed to the excellence and diversification of our program, it is important that every student has an equal opportunity to learn. Therefore, it is necessary to establish certain rules and guidelines. Most rules are a matter of common sense and we feel that you can abide by them. What constitutes Level 1, 2, or 3 infractions of school rules is communicated to you through the handbook and class meetings at the beginning of the school year. The local authorities will be contacted and charges pressed for any offenses deemed serious and unlawful.

A basic outline of expectations at PSA:

- Respect others—students, staff and visitors. Mean, threatening, harassing or bullying behavior will not be tolerated.
- Respect the property of others. Do not mark on books, walls, desks, lockers, computers, etc.
- Use property for its intended use. Avoid throwing potentially harmful objects such as writing instruments, paper clips, snow balls, ice, rocks, etc.
- Use appropriate language at all times – no profanity or improper language

- Follow your teachers' Academic Honesty policy
- Remain on school property unless you have the permission of the office or administration to leave.
- Always utilize a pass, an office issued pass whenever leaving your assigned location
- Store all electronic devices in your locker
- Consume all food, including gum and candy, in the cafeteria only.
- Ask permission of the administration before buying anything from or selling anything to other students.
- Leave playing cards, dice or any gambling devices, Frisbees, skate boards, and other equipment/articles deemed unsuitable for school at home.
- Refrain from stealing or attempting to steal private or school property by any means including intimidation, threatening or extortion.
- Refrain from fighting, whether initiating or retaliating. It should be noted that the act of self-defense is recognized only in incidents where a student cannot seek help from a person in authority or perhaps from another student. There is a clear difference between *self-defense* and *retaliation*.
- Refrain from distribution, dispensing, possession or use of tobacco products including vapor and E-cigarettes.
- Refrain from the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances.
- Refrain from the possession or use of weapons (real or fake), fireworks, stink bombs, or disruptive and dangerous devices of any kind on school property.

Please remember that these expectations are only to serve as an outline of expectations that are in effect for students on school property, on the bus, at the bus stop, or at any school-related or school-sanctioned activity, on or off school property.

Additional behavioral expectations are outlined in the PBIS behavior matrix posted in various locations throughout the school.

CREC BEHAVIORAL EXPECTATIONS

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

LEVELS OF DISCIPLINE AND PBIS

PBIS establishes a culture of expectations and provides a framework under which student behaviors can be identified. Behaviors are classified by varying levels and those responsible for addressing the concern.

- *Level 1:* Level one behavior issues are those that occur in the classroom or team areas and are typically resolved by the classroom teacher or team. These behaviors are those that cause a minor disruption to the educational process. *Consequences for Level 1 behaviors may range from a conference with the student, lunch detention, team-issued community service, or loss of privileges.* Level I behavior concerns are communicated to parents when they occur.
- *Level 2:* Level two behavior concerns create a more significant disruption than those identified under the first level. They generally represent behaviors that have become chronic, repeated or to a greater intensity/frequency. Level two behaviors take place in the classroom or common areas and are addressed by the team leader or administrator. All teachers are authorized to remove a student from class when a student deliberately causes a serious disruption of the educational process within the classroom. The student will be sent to the administrative office and a school administrator will be notified. The determination of the level of offense will be made by school administration. *Level two behaviors can have consequences that range from a conference with the student to in-school suspension or out-of-school-suspension.*
- *Level 3:* Level three behavior concerns are those that create a serious and significant disruption to the educational process. These behavior concerns will be addressed by the grade level administrator. All teachers are authorized to remove a student from class when a student deliberately causes a serious disruption of the educational process within the classroom. The student will be sent to the administrative office and a school administrator will be notified. The level of the offense will be determined by school administration. *Level three behaviors can have consequences that range from in-school or out-of-school suspension to a recommendation for expulsion and/or arrest.*

DEFINITION OF CONSEQUENCES

- "Removal" is defined as an exclusion from a classroom for all or part of class period. All teachers are authorized to remove a student from class when a student deliberately causes a serious disruption of the educational process within the classroom. The student will be sent to the administrative office and an administrator will be notified.
- "Detention" means that students will be detained after school by a teacher or administrator for any infractions, unacceptable behavior, or academic issues. Parents will be given 24-hour notice unless other arrangements have been made. Each student must bring sufficient materials and books to study for the entire detention period. **Detention runs from 3:15 to 5:30 p.m. on Monday, Tuesday, Thursday, and Friday** Failure to serve a detention or misconduct during detention will be reported to the school administration for review and / or additional disciplinary action.
- "In-School Suspension" (ISS) is defined as an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school. Classwork is provided and a tutor/ensures that work is completed.
- "Out-of-School Suspension" (OSS) is defined as an exclusion from school privileges for up to ten (10) consecutive school days. Classwork and homework may be picked up by a parent or guardian. Students will be responsible for making up all work missed during the period of suspension.

Students who receive in school suspension are not permitted to participate in after school activities, including dances, socials, and school sponsored or affiliated trips/ outings/gatherings, on the day of their suspension. Students who receive out of school suspension must be picked up from school immediately after parent notification and should not be on school property until the end of their suspension. This includes all after school activities such as dances, socials, and school sponsored or affiliated trips, outings, or gatherings.

- "Expulsion" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed. Expulsion decisions will be made in conjunction with the home school district. Grounds for expulsion are explained in the Board of Education discipline policy of each school district.

BULLYING

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

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

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

Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the PSA administration team for review and action. Students may make formal, informal and/or anonymous complaints to any PSA staff member who will then forward the complaint to PSA administration on behalf of the student.

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

BUS TRANSPORTATION

Transportation to the Public Safety Academy is either provided by the sending district or facilitated by CREC Transportation. Safety and respect are our primary concerns. Expectations for student behavior on any school bus are consistent with the PSA Core Values and the home school district. Parents will be contacted, via a bus referral form and a letter whenever a behavioral issue is reported to the school administration. This includes minor but *chronic* problems. Every effort will be made to assist the student in problem solving a bus issue. Disciplinary measures may range from a warning/conference with student to bus suspension. Sending school districts will be notified of any bus suspensions.

****Students requesting to ride a bus to or from another town may apply for permission by providing a written request from their parent/guardian to the PSA main office twenty-four hours prior to the event. The ultimate decision will rest with the district bus company. Students who do not obtain permission to ride a different bus will not be allowed to do so.*

The following general safety and behavioral guidelines are provided as a reminder:

Leaving for school

1. Avoid wearing loose clothing or scarves, clothing with long drawstrings, or backpacks with long straps or dangling attachments that might get caught in the bus handrail or door.
2. Stay safe and wait on the sidewalk or curbside, away from the road.
3. Respect the property where you stand and wait for the bus by monitoring your voice level and refraining from littering.
4. Be at the bus stop at least 10 minutes ahead of time.

Boarding the school bus

1. Board the bus at your assigned stop only, unless you have written permission from the school office to board at a different stop.
2. If you miss the bus, do not flag down or chase after the bus.
3. If you have to cross the road to board the bus, remember:
 - Cross the road only when the bus driver signals you to do so!
 - Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver's face.
 - After the bus driver signals you to cross the road, check both ways to make sure all cars and trucks have stopped.
4. Always remember—if you can touch the side of the bus you are too close!

While on the school bus

1. Obey and be respectful to the bus driver, yourself, and others.
2. Stay seated until the bus comes to a complete stop at the school or bus stop. If you are not at **your** bus stop, you must ask permission before moving/changing seats.
3. Leave windows closed unless you have permission from the bus driver.
4. Keep hands, all body parts and objects inside the bus.
5. Keep the aisle cleared.
6. Respect the bus environment. Keep the bus clean by placing all trash in the garbage.
7. Keep all belongings with you.
8. Keep hands and feet off the other passengers and their belongings.
9. Use appropriate tone, volume and language at all times.
10. When at railroad crossing, there must be silence on the bus.
11. Keep hands off emergency doors, fire extinguishers unless instructed by an adult.
12. Bring only objects related to school on the bus. Keep toys, games, sports equipment etc at home.
13. Keep electronics turned off and in backpacks.

Arriving at your destination

1. Get off the bus at your stop only, unless you have a bus pass from the PSA main office to get off at a different stop. In order to receive a pass to get off at a different stop or ride a different bus, you must bring a written note signed by a parent or guardian to the receptionist for a bus pass at least twenty-four hours ahead. As mentioned earlier, the ultimate decision will rest with the district bus company.
2. Remain seated until the bus has come to a complete stop.
3. If you have to cross the road, remember:
 - Cross the road only when the bus driver signals you to do so!
 - Walk 10 or more steps ahead of the bus along the edge of the road until you can turn to see the driver's face. If you can see the driver's eyes—the driver can see you!
4. When all traffic has stopped, the bus driver will signal you to cross the road.
5. After the bus signals you to cross the road, check both ways to make sure that all traffic has stopped. Always remember—if you can touch the side of the bus, you are too close!

Transportation Complaints/Issues

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager. A written record of all complaints will be maintained and an investigation of the allegations will take place. Any complaints regarding transportation can be submitted online at www.crec.org/transportation or by calling 860-524-4077. If you prefer, you may also call the PSA Main Office. All calls will be directed to the appropriate school administrator.

CHILD ABUSE

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

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

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

CLOSINGS, DELAYS, AND EARLY DISMISSALS DUE TO WEATHER

On days when inclement weather is causing hazardous road conditions which might clear up before or shortly after buses begin their pickups, there will be a delayed school opening. This means that bus pickups may be delayed and school will begin later than the regular opening. **If you transport your child to school, please do not send him/her to school until 15 minutes before the revised start of school.** Dismissal for school will be at the regular time unless you have been otherwise notified. An early dismissal decision may be prompted by the sudden arrival of a snow or ice storm. In the event of an early closing a PSA phone blast will go out providing the early dismissal information.

CANCELLATIONS:

PSA follows the Enfield Public Schools' policy for school cancellations. ***If Enfield Public Schools are closed, PSA is closed and no student should report to school.***

If PSA is open for the day, and your home district is closed, you will not have transportation. Parents are asked to use their discretion in bringing their children to school. If transportation is not available, please call the school and the absence will be excused.

LATE OPENINGS:

FOR STUDENTS WHO RIDE CREC BUSES:

PSA follows the Enfield Public Schools' policy for school delays. Watch and listen for the CREC Public Safety Academy delay notice on the television and radio. A phone blast will also be sent with delayed opening information.

If Enfield has a delay and your town does not, you and your bus will follow the Enfield delay.

EARLY DISMISSAL DUE TO WEATHER:

Students will leave PSA if early dismissal has been called in the district in which they ride their bus. Parents always have the option of picking up their child.

CAFETERIA

PSA Food Service

PSA will provide a food program that includes nutritious and affordable breakfast and lunch. If they prefer, students may, of course, bring a bag lunch and snack from home. Applications for the Federal Free and Reduced Lunch Program are available in the school office. All students need an application even if this was not required in a previous district, please call 860-253-0274.

Breakfast (including hot and cold items such as waffles, muffins, cereal, etc.) can be purchased. Prices are established by the Board of Education and will be published in local newspapers. Breakfast will be served from 7:35 a.m. – 7:50 a.m.

Hot Lunch (includes one entrée, three sides, and milk) can be purchased. Prices are established by the Board of Education and will be published in local newspapers. Individual lunch items (sandwiches, fruit, salads, etc.) will also be available.

Milk can be purchased. Prices are established by the Board of Education and will be published in local newspapers.

Payment Options:

1. Cash-pay as you go
2. Pre-payment in any amount, cash or check (checks made out to CREC Public Safety Academy. Payment will be entered in student's account. At the cash register, student will enter his/her student ID#.
3. The CREC Public Safety Academy provides parents a convenient, easy and secure online prepayment service to deposit money into your child's school meal account at any time. This service also provides parents the ability to view your child's account balance through the CREC website
<http://www.crecschools.org/for-parents/crec-food-service-program-information/>
4. Free or Reduced Meals: Following eligibility determination and verification, students enter their student ID# on a key pad at the register. The school maintains a list of student ID#s (in case the student forgets).

Lunch Delivery:

Occasionally a parent or guardian may need to deliver a forgotten lunch or lunch money. These items must arrive at the main office prior to 10:45 a.m. as they are distributed to students during lunch times so as not to disturb classes.

If a student does not have lunch or the money to buy lunch on a certain day, that student is allowed to charge his/her lunch. Each child is allowed one charge and one emergency lunch. It is expected that parents will make every attempt to re-pay the charged lunch or apply for free/reduced lunch.

Cafeteria Expectations

When it is time to go to lunch, students should walk quietly to the cafeteria and sit at a table. An adult will direct students to a designated line. Once seated, students may only leave their seats with adult permission. **Food or drinks may not be taken from the cafeteria.** If a student does not wish to purchase any food, he/she should remain seated at the table.

All students are expected to use good manners and common sense, and to follow the cafeteria expectations.

- Students are to go directly to the cafeteria.
- Students are expected to follow the PSA Behavior Expectations in the cafeteria.

Cafeteria Dismissal Procedures

- Students are to leave the cafeteria in a silent and orderly manner.

COMPUTERS AND INTERNET ACCESS

Students will receive an orientation to the school laptops and iPads in their Advisory classrooms. Parents and students are required to sign and return the Laptop and Network Usage Agreement as well as an Acceptable Use Policy (AUP) Agreement. Students are responsible for all equipment that they use and are expected to take care of this property. Students who purposefully engage in damage of school laptop equipment, the network, and/or the software and intellectual property therein will be subject to disciplinary consequences up to and including suspension and/or referral to the police. In addition, students may be required to pay for any damages.

DRESS CODE

GRADE	SHIRT	PANTS	SHOES	BELT	OPTIONAL
7 - 12	Navy Polo or button down with embroidered PSA logo on left chest	Solid Color Tan or Navy Chino, Khaki, Cargo or Suit material Casual or professional Sized to fit	Any Shoe except those that pose a safety concern	Any with a low profile belt buckle	Sweater or Fleece with embroidered PSA logo on left chest

UNIFORM/DRESS POLICY

It is our understanding that the uniform policy has been changed several times. The idea behind this policy is to put into place a uniform policy that cannot be changed for three years. We also understand that money has been spent on past uniform policies. Any collared Public Safety Academy shirts that have been purchased will be allowed to be worn for the next school year for all grades.

Daily dress code: Navy Public Safety Academy polo or button-down shirt with logo, and khaki/ navy blue pants.

Jeans, stretch pants, leggings, or warm-up pants will not be allowed, even if in the khaki or navy blue color.

Arrival and Departure: Students are expected to enter and exit the school building in uniform.

Dress down days: Once a month, students who have no disciplinary infractions may “dress down” and wear appropriate clothes. Students are responsible for checking the lists posted prominently throughout the building.

The following are not allowed:

- Attire or accessories that contain messages or images that would tend to be offensive or disruptive to the educational process, including racist messages or images; sexist messages or images; messages or images promoting the use of drugs, alcohol, or tobacco; profane or pornographic messages or images; messages that incite violence or constitute “fighting words”; or attire or accessories that promote or signify gang affiliation.
- See-through clothing, clothing revealing bare midriffs, tank tops, halter tops, tube tops, leggings/tights, undershirts or underpants worn as outer garments, clothing with plunging necklines (front or back), sleeveless shirts, exposed clothing made of spandex material, or clothing worn in such a manner as to expose undergarments.
- Bare feet, open toed shoes (such as flip flops), bedroom slippers, moccasins, roller blades, roller-skates, or footwear that mars floors, causes excessive noise, or creates a safety hazard.
- Head coverings of any kind, including but not limited to hats, caps, scarves, bandanas, curlers, masks, visors, kerchiefs, athletic sweatbands, earmuffs, or hoods. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours. However, approved coverings worn as part of a student’s religious beliefs shall not be prohibited under this policy.
- Spiked or studded jewelry, oversized or multi-finger rings, belts or chains or any other articles of attire with spikes or studs attached, “Name” or other oversized metal belt buckles, or any other items of clothing or jewelry that may present a safety hazard to the student, other students or staff.
- Coats, jackets, windbreakers, nylon pullovers, down vests, or other attire normally worn as outerwear. Such outerwear shall not be worn, carried or kept in the classroom during regular school hours. Outerwear must be secured in the student’s locker before school starts. Public Safety sweatshirts(not Hoodies), sweaters, and fleeces may be purchased for use.
- Sunglasses, headphones, or other electronic devices not prescribed for educational purposes, or goggles, whether worn or carried. These devices may not be worn or displayed during school hours in classrooms, hallways, or other areas in the school.

Guidelines regarding clothing:

- **Shirts** – A Public Safety Academy Polo must always be worn during the academic day even under the Public Safety Academy fleece, sweater, or sweatshirt.
- **Gym** – Students must change in the gym locker room just prior to gym class and immediately after gym class. No student should be in the hall in gym clothing. Valuables should be kept in a locked gym locker. Students have to provide their own lock.
- **Coats** - Students must put their coats, jackets and sweaters in their locker before their first class and leave it in their locker until 3:00 p.m. Students who get cold in the building can wear a Public Safety Academy fleece over their uniform.
- **Field Trips** - Students must wear their uniforms on field trips unless specifically stated in the permission slip.
- **Pants** - These articles of clothing cannot be made of camouflage, jean, plastic, and stretch or sweatshirt material. The material can be either chino/khaki or suit material. They must be professional, casual looking in tan/navy color and sized to fit. All items must be solid in color. Cargo pants are allowed.
- **School Events** - Dances and sporting events do not require an official uniform. Students who are performing, receiving recognition, or representing the school to the outside community cannot wear jeans or other inappropriate items of clothing.
- **Tops** - All students must wear an official Navy Public Safety Academy Polo shirt. Purchased through PSA approved vendor.

All tops must have the official Public Safety Academy top as the outer layer of clothing. Coats may not be the outer layer. Layers under the official top are allowed. Students who wear the official PSA fleece jacket or sweater must have a uniform top below it. It is recommended that all students purchase a fleece to leave in their locker for potential temperature variations.

- **Sports Uniforms**– On occasion groups including athletes, club members and thespians may be granted permission to be dressed out of uniform. Permission for these dress downs will go through the Principal or principal's designee. For Sporting events all coaches will put their request in at the beginning of the season to the athletic director who will then bring to the principal. If permission is granted, the coach or advisor will take responsibility for dictating the dress code for that day. It is never intended for students to look more casual than the school uniform. Athletes may not wear varsity jackets, sweat warm-ups or other PSA sports gear in lieu of the uniform.
- **Shoes**- Any shoe that falls within the uniform policy guidelines

The decision of whether or not a student's clothing is acceptable will be made by the Public Safety Academy Administration.

Failure to comply with the dress code guidelines is considered to be an insubordinate act and will be treated as such. Administration/Teams can elect to:

- Send a student to the Main Office to be counseled about the dress code.
- Give the student a warning and the opportunity to change clothes and/or parent/guardian will be called to bring appropriate clothes.
- Give a student lunch/after school detention.
- Place the student in the Behavior Intervention Center. The student will complete his/her assigned class work there.
- Repeated violations of dress code will be dealt with in a more serious manner.

When a Public Safety Academy staff member speaks to a student to correct a dress code violation, the student is expected to comply. Questions regarding interpretation may be discussed at a later time. The decision of whether or not an individual's clothing is acceptable will be the decision of the Public Safety Academy Administration. It is expected that all students will adhere to these guidelines so that the issue of clothing is kept to a minimum.

ELECTRONIC DEVICES

The use of cell phones or any other electronic device not provided by the school, including but not limited to MP3 players, iPods, iPads, hand-held games, Tablets, any other device that utilizes Wifi of any kind should be set to mute or silent mode upon entering the building. ***It is the responsibility of the students to safely store and keep these items during the school day.*** Use of electronics devices will be permitted at designated times only and at the sole discretion of PSA administration and staff. Because of the value of these items, students should consider the importance of bringing them to school. If an electronic device is lost or stolen, the school is not responsible. Students who are in violation of said policy may have the electronic device confiscated and held by the administration. Any device in a locker making noise deemed excessive will be confiscated as well. Students are responsible for notifying their parent/guardian and setting up a time to retrieve the device(s). Reacquisition of these devices requires a parent to come and physically take possession of the device. No devices will be released to students. A student's failure to comply with an adult request to hand their device over will result in school consequences for that student. Reoccurring incidents will result in the escalation of consequences including but not limited to detention and suspension.

ENGLISH LANGUAGE LEARNER STUDENTS

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

FIELD TRIPS

Field trips are carefully planned educational experiences and are part of the curriculum. transportation to and from the activity must be by a school provided bus. A student must have returned a signed permission slip before attending any field trip. A student will not be allowed on a field trip if they are on In-School or Out-Of-School Suspension. A parent may be asked to accompany a student on a field trip if safety could be an issue. Students are reminded that all school rules are in effect during field trips. Students may lose field trip privileges at the discretion of an administrator.

On field trips, students are required to wear their PSA uniforms.

FIRE/SECURITY DRILLS

Fire drills are serious events. Not only are they required by state law, but a well-organized fire drill may someday save students from serious injury – or worse. When the first signal sounds, students should immediately remain silent and proceed single file under the direction of the teacher out the designated fire exit. Should the alarm sound between classes, students should join an adult-led class and leave by the nearest exit. Once outside, students should move to their designated location then stand silently and await directions from an adult. If students are in the cafeteria, they should exit out the rear doors and proceed to their designated location.

- Once outside, students should remain in line so that teachers may take attendance. In a real emergency, this will be necessary to insure that everyone has safely left the building. A special signal or “all clear” will be sounded for reentering the building.
- Students are to remain quiet until they have reentered their classrooms.
- Students found to be disruptive during fire/security drills may face disciplinary consequences.
- Fire drills are conducted on a regular basis.
- Tampering with fire alarms, fire extinguishers and other school fixtures is a serious offense and will result in significant disciplinary consequences.

Security Drills are conducted several times a year. Emergency Lockdown procedures involve moving students to protected areas and locking classrooms. Students should follow all teacher directions and remain calm and quiet during the drill.

HOMEWORK

The purpose of homework is to help students become self-directed, independent learners, and it is related to the educational progress of the student. It serves to help all students reach their instructional goals. Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student’s work in school. Each teacher has the responsibility for setting reasonable limits on the requirements for preparation beyond class time. This should be done in cooperation with other teachers. All homework is designed to extend learning experiences and to stimulate pupils to study independently. It is recognized that pupils work at different rates and with varying degrees of efficiency. These factors are considered when assignments are made. Class time is provided for supervised study to ensure thorough understanding of assignments and efficient work habits. Time at home should be set aside for the completion of assigned work.

Certain courses may assign homework with greater frequency than others due to the nature of the course.

Homework generally falls into three categories: practice, preparation, and elaboration. The purpose of the homework assignment should be clearly stated by the teacher as meeting one of the aforementioned categories.

- Practice assignments are those with which the students are familiar and are intended to reinforce a skill or concept. The students may expect a greater number of examples in order to accomplish this. *It is important for the student to inform the teacher if he/she is unable to perform these tasks.* Both teacher and student should monitor accuracy as it is an indicator for critical misunderstandings of familiar content/processes.
- Preparation tasks are those that equip students for new learning.
- Elaboration assignments are those that require students to expand upon learning following the class and are revisited the following day.

For most assignments, students can access, check, and submit their work on Schoology. The Schoology website is learning.crec.org

Feedback to students will be provided in a timely manner, and as an instructional practice, larger tasks will be broken into smaller components with a timeline for the completion of each task. Teachers will additionally post their homework assignments on an online platform, and will communicate with parents as needed when students are missing assignments.

Parents are expected to establish a regular routine at home for homework, including a consistent time and place at which tasks are completed. Parents should check both Schoology and Powerschool to be sure that assignments are recorded properly. Parents should communicate with teachers regarding any questions concerning homework or assignments.

Extra Help

Students may always seek extra help from his/her teachers if the work is difficult or if the student has been absent. Students should arrange with their teachers when to stay. Teams also develop after school clubs to provide homework support for students who are not successfully completing homework at home. Individual arrangements (including parent transportation) should be made with teachers for before or after school help.

LAPTOP AND NETWORK USE AGREEMENT

CREC Parental Consent Form

I give CREC permission to allow my child to access and use electronic information resources for educational and research purposes.

I have read this Electronic Information Resources Access Agreement and will explain and discuss its importance with my child. Students will be instructed by school staff in the appropriate use of these resources and will also be instructed to follow the Administration's Electronic Information Resources Policy.

I understand and I will explain to my child, that s/he may lose her/his privileges to use these resources at school and may face disciplinary action if s/he does not follow this Agreement and the Administration's Policy. I understand that I may be held liable personally for costs incurred by my child's deliberate misuse of electronic information resources or of the CREC electronic equipment or software programs.

I understand that the CREC has no control over the content of the information available on the Internet, which is a worldwide group of interconnected computer networks. I understand that the district will employ filtering programs, access controls, and monitoring by teachers to protect students from any misuses and abuses as a result of their use of the CREC electronic services. I also understand that these controls, filters and monitors are not foolproof and that my child might still be able to access materials which I might consider controversial and offensive. I will not hold the CREC liable for materials my child obtains from these electronic information resources. I will be responsible for my child's use of electronic information resources which s/he uses in other than a school setting.

CREC Electronic Information Resources Policy

The Capitol Region Education Council has approved an Electronic Information Resources Policy in which the Council permits the use of electronic information resources to educate and to inform. The use of these resources will permit students to reach out to many people to share information, learn concepts and research subjects.

CREC will take steps, such as using filtering programs, access controls and monitoring by teachers to restrict access to controversial materials. On a global information network such as the Internet, however, it is impossible to restrict access to all potentially inappropriate materials. It is the responsibility, therefore of students, parents and staff to understand and abide by CREC's Electronic Resources Policy to ensure that access to the resources provided by CREC are educationally appropriate.

Following is an Electronic Information Resources (i.e., World Wide Web) Access Agreement. Please review this Agreement and CREC's policy with your child so that he/she will understand his/her responsibilities when accessing and using CREC's electronic information resources. Compliance with this Agreement by all users of these resources will help protect all students from misuse of those resources, and it will help protect the computer equipment from abuse.

Failure to abide with the Agreement and CREC's policy will result in consequences ranging from loss of the privilege to use this educational tool, the assessment of costs, and/or disciplinary action.

Also, please find Guidelines for Telecommunications Use at Home. These guidelines may be helpful if your child has access to a communications service in your home.

In order to permit your child to use these resources at school, you must sign the form Technology User Agreement Form. If you have any questions concerning CREC's policy or Access Agreement, do not hesitate to contact your child's school principal.

Guidelines for Telecommunications Use at Home

Exploring the many resources available through telecommunications and the Internet can be a wonderful educational experience for you and your child. However, there are risks for children and teenagers who use on-line services, especially if they are unsupervised or unaware of potential problems that can arise while online. There are few restrictions on the kinds of information that are accessible to Internet users, and some of the information may be inappropriate - even harmful or offensive.

The best way to assure that your child is having positive online experiences is to stay in close touch with what your child is doing. Open communication with your children and getting online yourself will help you to understand the benefits of these systems and alert you to potential problem areas. Consider the following guidelines for your household:

- The computer used for online services should be in a place in your home that can be monitored by you.
- Develop a set of family rules that you want your child/ren to follow while online. Discuss these rules with your child/ren to be sure they understand the reasons behind them.
- Show your child/ren some of the exciting educational potential on the Internet. Help them research and discover resources there. Be part of their online experience.
- Do not allow your child/ren to give out their full name, address, telephone number, credit card/checking account numbers or other personal information online.
- Be sure that your child/ren do not agree to meet anyone s/he has contacted online without your permission. Parents/guardians should be part of any meeting that is arranged.
- Discuss privacy with everyone in your house who uses e-mail. You may want to make a rule that no one opens anyone else's e-mail.
- Discuss screen names. May your child/ren use her/his real name or something else?
- Be sure you realize that some people online may misrepresent themselves, so caution is always best when communicating online.
- Set reasonable time limits for the use of online services in your house. Most services change by the time used. Setting a monthly budget for use is a good way to help your child/ren learn judicious use of time online.
- Become familiar with the parental control features and software filters for the Internet that are now available. These will allow you to block access to certain features of the World Wide Web that you want to restrict in your household.
- Determine if your child/ren may purchase services or products online. Be sure you explain the risk in using credit card information online.
- If your child/ren receives a message that makes her/him feel uncomfortable, forward a copy of message to your service provider and ask for assistance.

The best way to make sure your child/ren are safe online is to discuss your expectations openly and keep in close communication with your child/ren as s/he uses the Internet. Stress the positive aspects of telecommunications, and help your child/ren get involved in a responsible and mature way.

Student Use of the CREC Computer Systems

We are pleased to offer students access to the CREC computers and computer networks, including access to electronic mail (e-mail) and the Internet (which will be referred to collectively as “computer systems”.) Access to the school’s computer systems will enable students to explore libraries, databases, and bulletin boards while exchanging messages with others. Such access is provided solely for education-related purposes. Use of the CREC computer systems will be allowed only for students who act in a considerate and responsible manner in using such systems.

CREC believes in the educational value of such computer systems and recognizes their potential to support our curriculum by expanding resources available for staff and student use. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication.

These computer systems are expensive to purchase, install and maintain. As the property of CREC these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, access to the computer systems is a privilege, and not a right. Students will be required to adhere to a set of policies and procedures as set forth in detail below. Violations may lead to withdrawal of the access privilege.

Monitoring

Students are responsible for good behavior on school computer systems just as they are in a classroom or a school hallway. Communications on the computer system are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with district standards and will act in a responsible and legal manner at all times in accordance with district standards and state and federal laws.

It is important that students and parents understand that CREC, as the owner of the computer systems, intends to monitor and review the use of these computer systems in an effort to ensure that users engage only in appropriate uses. CREC will monitor and review in a limited fashion, but will do so as needed to maximize utilization of the computer systems for educational purposes.

As part of monitoring and reviewing, CREC will retain the capacity to bypass any individual password of a student or other user. The system’s security aspects, such as personal passwords and the message delete function for e-mail, can be bypassed for these purposes. CREC’s ability to monitor and review is not restricted or neutralized by these devices. The monitor and review process also includes oversight of Internet access and of document downloading and printing.

Student Conduct

Except as provided below, students are permitted to use CREC's computer systems for legitimate educational purposes only.

Conduct including, but not limited to, the following, is prohibited with respect to use of these computer systems.

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime, pursuant to Public Act 95-143, and other laws);
- Gaining or seeking to gain unauthorized access to computer systems;
- Damaging computers, computer files, computer systems or computer networks;
- Using another person's password under any circumstances;
- Trespassing in or tampering with any other person's folders, work or files;
- Sending any message that breaches CREC's confidentiality requirements, or the confidentiality of students;
- Sending any copyrighted material over the system.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law or by CREC Council policy or school rules or regulations, it must not occur in the use of these computer systems.

CREC Student Laptop Access Agreement

We are excited that you and your child are participating in our laptop computer program. A computer is a technical tool that will enhance your child's education at CREC, in the classroom, the computer lab and at your home.

After attending the scheduled computer training, your child will receive the laptop and other components. This equipment is worth approximately \$700.00 and should be cared for in an appropriate manner. You are receiving a packet of information about our Acceptable Use Policy and Student Conduct for using the computer and the CREC computer systems. Your responsibilities as a family are explained below and need your signature to indicate that you have read and understand these responsibilities.

No laptop will be given out without the signatures of the student and the parent or guardian of the student.

Student and Parent or Guardian Agreement:

1. We will use the equipment properly, as instructed during the computer workshop, classroom demonstrations and any additional directives from CREC staff.
2. We will return the equipment to CREC upon request.
3. We will contact the CREC technology department or our teacher if we have any problems with the laptop.
4. If the laptop is lost or stolen, we will contact the police, obtain a police report and submit a copy of this report to CREC within 48 hours.
5. We understand that our share of the cost to maintain the laptop through CREC is \$50.00. We understand that we are responsible for the \$100 deductible in case of a non-warranty claim.
6. We understand that we may be assessed additional costs due to negligent or deliberate damage by the student.
7. By signing my/our name on the Technology User Agreement form, I/we agree to the above terms and conditions outlined in this document.

CREC STUDENT ELECTRONIC INFORMATION RESOURCES ACCESS AGREEMENT

As a user of the CREC electronic information resources and computer networks, have read and accept and agree to abide by the Electronic Information Resources Policy of CREC and with the following preconditions of my use of CREC electronic information resources:

1. I will use electronic information resources only for education research purposes and only as those purposes are consistent with the curriculum and educational objectives of CREC.
2. I will use electronic information resources in a responsible, ethical and legal manner at all times.
3. I will use electronic information resources only with the permission of the supervising teacher or staff member.
4. I will be considerate of other electronic information users and their privacy and I will use polite and appropriate language at all times while accessing and using these resources.
5. I will not give out any personal information about myself or anyone else while using these resources unless approved by the instructor monitoring the use of their resources.
6. I will not give out any telephone numbers or passwords.
7. I will not knowingly degrade or disrupt electronic information resources, services or equipment, and I understand that such activity may be considered to be a crime and includes, for example, tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks or network services.
8. I will report all security problems I identify while using these resources to my teacher or to the school staff who is monitoring my use of these resources.
9. I will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the regular school environment.
10. I am aware that the inappropriate use of these resources can be a violation of local, state and federal laws and that I may be prosecuted for violating those laws.
11. I will not use other persons' information as my own. I will always give credit to the original creators of the information I find online.
12. I will abide by all copyright laws and will seek assistance if a question arises.

**I have read the rules and discussed them with my parent(s)/guardian(s).
I understand them and I will follow them.**

CREC STUDENT LAPTOP ASSIGNMENT

The Capitol Region Education Council will assign a laptop computer for use in the CREC School. In signing the agreement, I agree to do the following:

- exercise reasonable care to protect the laptop from damage. I may be held responsible for any damages caused by unreasonable usage.
- not load any personal software. I fully understand and agree that repair of damage to the CREC system by unprotected software to my laptop will be my responsibility.
- immediately report all damage, loss or other problems to the technology representative assigned to my school/location.
- comply with all CREC Technology Policies.

2016 – 2017 Technology User Agreement

Student Name (Printed) _____ Grade: _____

I understand and will abide by the “***CREC Parental Consent Form***”. I give CREC permission to allow my child to access and use electronic information resources for educational and research purposes. I also give CREC Public Safety Academy permission to issue my child a laptop. We understand that our share of the cost to maintain the laptop through CREC is \$50.00. I understand that we are responsible for the \$100 deductible in case of a non-warranty claim.

Student Initials _____ Parent/Guardian Initials _____

I understand and will abide by the “***CREC Electronic Information Resources Policy***.” I further understand that any violation may result in the loss of access privileges and school disciplinary action.

Student Initials _____ Parent/Guardian Initials _____

I understand and will abide by the “***Student Use of the CREC Computer Systems***.” I have read the rules and discussed them with my parent(s)/guardians. I agree with all the terms of this agreement.

Student Initials _____ Parent/Guardian Initials _____

I understand and will abide by the “***CREC Student Laptop Access Agreement***.” I have read the rules and discussed them with my parent(s)/guardians. I understand them and I will follow them.

Student Initials _____ Parent/Guardian Initials _____

I understand and will abide by the “***CREC Student Electronic Information Resources Access Agreement***.” I have read the rules and discussed them with my parent(s)/guardians. I agree with all the terms of this agreement.

Student Initials _____ Parent/Guardian Initials _____

I understand and will abide by the “***CREC Student Laptop Assignment Form***.” I have read the rules and discussed them with my parent(s)/guardians, and will comply with all CREC Technology Policies

Student Initials _____ Parent/Guardian Initials _____

I have read and understand all of the forms, agreements, and documents mentioned on this page. I will comply with all of the “***CREC Technology Policies and Agreements***”.

Student Signature: _____ Parent/Guardian Signature: _____

Date: _____ Date: _____

LOCKER USE EXPECTATIONS

Lockers are provided for the convenience of students. Students should be sure that clothes or other valuables are never left unattended and are locked away securely when not in use. The school CANNOT be responsible for items left in lockers. Lockers are issued to students as a service, but the security of the lockers cannot be guaranteed by the school. Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition. Lockers are the property of the Public Safety Academy and are subject to inspection by the administration at their discretion. Inspection and cleaning of lockers for reasons of health and safety will be scheduled periodically and supervised by faculty members. Students should memorize their locker combinations. Students should not share their locker or combination with anyone. If a locker does not operate properly, students should report it to the Main Office.

LOST AND FOUND

The lost and found department will be accessed in the Main Office. Anyone finding articles is to bring them to the office. Anyone missing items believed to be lost should check with the secretaries in the office. Unclaimed articles will be donated to charitable organizations at the end of the school year.

MILITARY FAMILIES

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

PARENT CONFERENCES

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

A parent or student may request a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours, but every effort will be made to accommodate parent schedules. Please contact any of your child's teachers to set up a conference.

PARENT INVOLVEMENT / COMMUNICATION

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

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

Please contact your school's Parent Liaison, Michele Joiner or Administration if we may be of any assistance to you.

Parents are encouraged to volunteer at PSA. PSA team teachers will coordinate opportunities for parents to contribute to the learning environment on their child's team. Parents are encouraged to contact their child's team leader if they wish to volunteer at PSA.

Parents are also encouraged to become members of PSA Parent Senate. Please contact Michele Joiner for information.

PASS SYSTEM

Students are not permitted to go anywhere in the building without a pass. Students are not allowed to be in hallway without a pass except during passing time. This includes after school activities:

- No bathroom without pass
- No office without pass
- No nurse without pass

PESTICIDE APPLICATION

Per statute, no pesticides will be used in a K-8 school. For the high school level, only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff at the high school who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact the Main Office. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met.

PROMOTION, RETENTION AND PLACEMENT

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

PSYCHOTROPIC DRUG USE

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

PUBLIC DISPLAYS OF AFFECTION

This is your place of business, therefore, students and adults should be able to walk from class to class without being embarrassed by the behavior or others.

Being overly affectionate in school creates an environment that is not conducive to concentration and learning therefore students should refrain from inappropriate, intimate behaviors on campus or at school related events and activities. Students are expected to show good taste and conduct themselves respectfully at all times.

Inappropriate public displays of affection will not be tolerated. This behavior will result in a parent meeting with possible disciplinary action. Students who persist in this type of behavior after having been warned will be dealt with by school administration.

The expression of feelings of affection toward others is a personal concern between two individuals and not of others surrounding them. Therefore, good taste and respect for others is the guideline for appropriate behavior.

SCHOOL - RELATED PROBLEMS AND CONCERNS PROCEDURE

From time to time, parents may wish to bring problems or concerns to the attention of appropriate school officials. We urge that parents use the progressive steps outlined below. Most problems can be addressed satisfactorily by a teacher or other staff member who is most directly involved. To assist parents in this regard, the following general guidelines may be helpful:

- Any concern regarding a school-related matter should first be raised by the parent with the staff member most directly involved (i.e. questions regarding the content of instructional materials or homework assignments should be raised with the teacher involved).
- If the matter remains unresolved, the parent may wish to speak with the team leader and guidance counselor. If this does not resolve the issue, please contact your grade level administrator. Appointments can be scheduled by contacting the main office.

SEARCH AND SEIZURE

All students attending PSA are expected to obey all rules and regulations established by the administration which guide the operation of the school. All desks and lockers are the property of the Public Safety Academy, not of the individual student. Thus, students are also expected to obey rules governing the use of desks and lockers. In order to maintain discipline, order, and security in the classroom in the school, and on school grounds, and to preserve a proper educational environment in which learning can take place, building administrators are authorized to search students and lockers when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or any of the rules of the school. The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion.

SEXUAL HARASSMENT, HAZING

Sexual Harassment (CREC schools policy 5145.51)

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

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

Sexual harassment has been clearly established as a form of sexual discrimination. Sexual harassment is defined as follows:

- Touching
- Sexual name calling
- Pulling at clothes
- Leers
- Inappropriate statements of a sexual nature
- Verbal comments
- Sexual rumors
- Gestures
- Jokes/cartoons/pictures
- Inappropriate public display of affection

Sexual harassment is forbidden and will not be tolerated. It is our policy to maintain a learning environment free from sexual harassment, insults, and intimidation. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any student who believes he or she has been subject to sexual harassment should report the incident immediately to his or her school principal, associate principal, or guidance counselor. PSA will respect the confidentiality rights of the complainant and the individual(s) against whom the complaint has been filed as much as possible given the necessity to investigate allegations and take disciplinary action when sexual harassment has occurred. If a student is found to have engaged in sexual harassment they will be subject to immediate disciplinary action up to and including expulsion from school, and/or referral to legal authorities for prosecution as judged appropriate on a case-by-case basis.

Hazing

"Hazing" is defined as committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

- Any type of physical brutality, sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to risk of harm or that adversely affects the mental or physical health or safety of the student.

Any person who believes he or she has been the victim of hazing or any person with knowledge or belief or conduct which may constitute hazing shall report the alleged acts immediately to a school administrator.

STUDENT RECORDS

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights and without updated court records allowing access, no more information will be released.

SUPPORT SERVICES

We value every student and strive in helping students to develop fully – academically, socially, emotionally, and physically. The staff and administration aim to help students understand PSA by supporting efficient means of study both at school and at home; checking on students physical well-being; helping with academic, social, and personal concerns; and helping to interpret rules, regulations, and requirements. In addition to parents, teachers, and the school administrators, there are several other people in the building that can help students with individual needs and concerns.

Guidance Counselor

The purpose of the Guidance Counselor is to help each student in his/her social, educational, vocational, and personal development. Conferences with students receive first consideration of the counselor's time and are scheduled whenever necessary. The counselor may assist a student in planning his/her school program, improving study habits, developing good decision-making skills, and coping with problems of any type. Students must get a pass to guidance from the guidance secretary or a staff member prior to reporting to the Guidance Office. An open door policy always exists for any urgent request. Parental assistance is encouraged as well.

Social Worker

The school Social Worker helps students to help themselves with problems which may be interfering with their learning process. Short-term individual and/or group counseling is available to students for the purpose of enhancing or restoring their capacity for school functioning. The school social worker also participates in Planning and Placement Team meetings and serves as a liaison to private practitioners and community agencies, as appropriate.

School Psychologist

Like the school Social Worker the School Psychologist also helps students to help themselves with problems which may be interfering with their learning process.

In addition the School Psychologists:

- prepare students to meet the demands of the world in which they live;
- have specialized training in both psychology and education, which extends their expertise far beyond the most familiar role of conducting evaluations to determine special educational needs;
- can support the social, emotional and academic learning goals of all students, and provide services that impact learning at the individual, small group, classroom, building or school district level; and
- collaborate with teachers, administrators, parents, other school specialists and other health professionals to ensure that every child learns in a safe, healthy and supportive environment.

School Nurse

"School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning."

**Adopted by the National Association of School Nurses, June 1999*

If a student wishes to see the nurse, he/she **must have a pass signed by his/her teacher**. Students may not stop in during passing time or lunch without a pass. We ask students to stay home if they are truly ill to avoid spreading colds, sore throats or other contagious ailments to fellow students.

Administration of Medication

Parents of students requiring medication during school should contact the (school nurse). Special forms are required to permit the administration of medicine in school. They are available from the (school nurse). All CREC Magnet Schools follow the State Statutes, regulations and guidelines established by the CT State Department of Education and the Department of Health regarding the carrying, use and dispensing of medications. Also, remember that by law, the nurse cannot give students medicines – including acetaminophen – without written authorization from a physician or other authorized prescriber and from a parent or guardian. If students know beforehand that they will need medication for an illness, students or their parents may get authorization forms from the nurse.

An adult must bring medicine and authorization forms to school. Students are not allowed to carry medicine to or from school. Students are also not allowed to carry any medicines with them at any time without a written order from a Doctor.

Immunization & Physicals

(Students in K – 12)

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

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

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

TELEPHONE

Students may use the office phone only with permission from a staff member, and **only in an emergency**. All student telephone use must be under direct adult supervision. Any other use of a school phone must be done with permission. Students are not allowed to leave class or study hall to use the telephone.

TEXTBOOKS / MATERIALS

Students who owe money for a lost book, computer, bus pass, library fine, athletic uniform, or other monetary obligation, should pay it promptly to the Main Office. Any student with outstanding obligations will not receive his/ her final report card or attend school-related activities - including promotion, graduation and dances. School records, including transcripts, will be held until obligations have been satisfied. Please note that if you did not pay for something you owe during this school year, that obligation will follow you to next year. Please refer to the Main Office regarding questions and payment plans.

VANDALISM

The Public Safety Academy is a unique, innovative and student-centered facility which our school community values. Vandalism is considered to be the destruction or damage of private or school property while in school, on school grounds, or during a school event. Any damage done to the building, equipment, buses, or books will be the financial responsibility of the vandal(s). Students will be referred to Administration for further disciplinary actions.

CONCLUSION

This handbook was created because we want students and parents to understand the structure and philosophy of our school. We encourage students to make positive and pro-social choices about behavior and we will always approach students with respect, dignity, consistency and fairness.

We ask parents for their support in upholding the rules of our school. When students receive a unified message about high expectations for academic achievement and behavior from both school and home, we can capitalize on the potential of our learning community and every individual.

As a caring school community, it is our goal to help every student develop their full potential – academically, socially, physically and emotionally. We have designed a school program that is committed to excellence, equity, and continuous improvements.

Disclaimer

Information contained within this handbook is subject to revision at any time. Revisions to the handbook may be made at the sole discretion of PSA Administration.