



2026 - 2027

Parent and Student Handbook

Connecticut Technical Education and Career System

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

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The Parent and Student Handbook is the official document for the standards of conduct at CTECS Schools and Programs. This handbook provides information about school rules and procedures, as well as the most commonly referenced policies and regulations of the Connecticut Technical Education and Career System. Additional policies and regulations are available on the CTECS website at: www.cttech.org/policies-and-resources/. Please take time to read the Handbook pages carefully. All of our students are responsible for adhering to the school policies outlined in the Handbook.

Mission Statement

Through exemplary trade and academic programming, CTECS prepares trade-bound students to meet the skilled workforce needs in Connecticut.

Vision Statement

We envision CTECS as the primary pipeline for Connecticut's skilled labor workforce.

Vision of a CTECS Graduate

CTECS Vision of a graduate is our promise to students; families; business, industry, and post-secondary partners; and the State of Connecticut. The six characteristics that make up our Vision of a Graduate are the skills and attributes students will acquire during their high school career at CTECS that will prepare them for success in career and college.

A CTECS Graduate is...

A Problem Solver

- Collaborative
- Practices creative, outside of the box thinking
- Can persevere and adapt
- Able to determine the root cause of issues using available information
- Identifies multiple solutions and selects the most sensible approach
- Always follows through

Respectful

- Embraces cultural diversity
- Practices kindness and consideration for others
- Understands and respects organizational structures
- Demonstrates professionalism
- Communicates verbally and written with care and professionalism

A Critical Thinker

- Applies unbiased analysis and evaluation from multiple perspectives
- Evaluates sources of information for reliability

- Innovates
- Willing to adapt to new information and question things
- Makes rational decisions based on application of evidence and observation

Work Ready

- Motivated to continue learning
- Possess the knowledge and skills for industry area
- Model employability skills; i.e. punctual, dressed appropriately, dependable, good attitude and time management
- Strong work ethic

Skilled Socially

- Effective verbal and non-verbal communication skills
- Ability to work as part of a team
- Interacts with diverse audiences in a manner appropriate for the setting
- Empathizes with and values other people

An Effective Communicator

- Clearly and concisely conveys information for shared understanding
- Ability to use multiple modes of communication
- Command of the language; written and verbal
- Actively listens

Statement of Non-Discrimination

The Connecticut Technical Education and Career System is committed to providing an educational and employment environment that is free from discrimination based on real or perceived age, ancestry, color, criminal record (in state employment and licensing), genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, veteran status, civil air patrol status, workplace hazards to reproductive systems, dating or domestic violence, status as a victim of sexual assault, status as a victim of trafficking in persons, gender identity or expression, or sex, which includes sex-based harassment, different treatment, disparate impact, failure to accommodate, and retaliation. Sex-based conduct includes conduct based on sex characteristics, sex stereotypes, pregnancy and related conditions, sexual orientation, and gender identity or expression. An exception to this policy may occur where there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. CTECS is committed to a policy of affirmative action / equal opportunity for all qualified persons and equal access to youth groups designated in Title 36 of the United States Code.

Inquiries regarding the CTECS' nondiscrimination policies should be directed to:

Equity Coordinators

Each school has an Equity Coordinator assigned to respond to student and parent requests for information about CTECS nondiscrimination policies as well as to receive complaints about discrimination and harassment.

Levy Gillespie, Equal Employment Opportunity Director

450 Columbus Boulevard, Hartford, CT 06103

860-807-2071; Levy.Gillespie@cttech.org

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

Linda Leyhow, Supervisor of Climate, Equity and Title IX

39 Woodland Street, Hartford, CT 06105

860-807-2106 and 959-895-2710; Linda.Leyhow@cttech.org

(District Title IX Coordinator and District School Climate Coordinator)

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

Dr. Heidi Gray, Human Resource Director

39 Woodland Street, Hartford, CT 06105

860-785-9477; Heidi.Gray@cttech.org

U.S. Department of Education, Office for Civil Rights

400 Maryland Avenue, SW, Washington, D.C. 20202-1475

202-453-6020;

Fax number 202-453-6021; TTY/TDD: 800-877-8339

Email: OCR.DC@ed.gov

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

Introduction

Dear Students and Families,

On behalf of the entire Connecticut Technical Education and Career System (CTECS) team, I want to personally welcome you to the 2026–2027 school year. Whether you're returning or joining us for the first time, we're excited to have you as part of the CTECS family.

At CTECS, we believe that all students can learn and thrive when given the right support, opportunity, and belief. Our schools are built on that foundation—and we are proud to offer a learning experience that doesn't just prepare students for a diploma, but for life. With rigorous academics, hands-on technical training, and strong connections to industry and community, CTECS opens doors to real-world success, whether that's college, career, or service.

This handbook will help you get started—it outlines expectations, rights, and the resources available to support a safe, welcoming, and successful school year. It also connects you to important platforms like:

- **School Websites:** Stay up to date with news, events, and contacts.
- **PowerSchool Parent Portal:** Monitor grades, attendance, and assignments in real time.
- **ParentSquare:** A simple way to stay connected with your school community.

As you review the 2026–2027 Student Handbook, you'll notice that sections containing new or revised information for this school year have been highlighted in yellow. These highlights are intended to help families quickly identify updates from last year's handbook.

While we encourage you to pay particular attention to the highlighted sections, we also ask that you review the handbook in its entirety, as it contains important information about school policies, expectations, student rights and responsibilities, safety procedures, and available resources.

We know that when schools and families work together, great things happen. I encourage you to stay involved attend events, reach out to your school, and stay informed. Whether you're cheering from the sidelines, joining a PTO, or simply connecting with your child's teacher, your voice matters here.

We are grateful to partner with you and excited for the year ahead. Let's make it meaningful for every student, in every classroom, every day.

Warm regards,

Michael Crocco
Superintendent of Schools

Section 1:

Positive School Climate

Positive School Climate

School climate means the quality and character of school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures with the school community. This includes creating learning environments where students, staff and families feel valued, comfortable and supported. Each of CTECS' schools must connect emotional, social, behavioral, cultural and academic safety across all facets of the school community, school structures and school expectations for all members.

In support of these goals, CTECS is committed to nurturing a culture of emotional safety where students feel a sense of belonging and can take academic risks in school. Students who feel accepted, respected, included, supported and understood by other members of their school community perform better academically and have greater motivation to learn. Such students also experience fewer behavioral issues and more positive academic progress, as well as pro-social and emotional development. Creating healthy and supportive connections within a school community strengthens attachment and is a significant factor in student achievement, mental health and emotional well-being.

Parental Communication

CTECS' schools operate as a partner with parents and guardians. We value regular communication with parents. This communication may include both formal and informal strategies. Parents and guardians can expect regular contact and at least two flexible parent-teacher conferences each school year. CTECS' schools utilize a variety of communications practices to enhance family engagement.

Parental Concerns

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

If a parent and/or guardian has expressed a concern regarding a staff member's treatment of his or her child that involves allegations of harassment, discrimination and/or retaliation, the district's EEO Director, Levy Gillespie, may be contacted at 860-807-2071 or Levy.Gillespie@cttech.org.

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

If a parent and/or guardian has concerns regarding a student's treatment of his or her child, the parent should complete a Challenging Behavior form which can be found in the "forms" section of the [CTECS Policies and Resources webpage](#). The Challenging Behavior should be reported to the principal. The principal reviews the complaint to determine how to proceed with this information.

Discrimination and Harassment Prohibited

CTECS provides equal educational opportunities to all students and prohibits discrimination and harassment in all of its programs and activities.

Students or other persons (for example, parents or guardians) who believe that a student has been the subject of discrimination or harassment based on race, color, national origin, ancestry, religious creed, sex, age, marital status, sexual orientation, gender identity or expression, disability or any other basis prohibited by law are encouraged to promptly report any such alleged act or incident to the school equity coordinator or any trusted adult, whether it occurs once or more than once. The report can be verbal or in writing.

Students are encouraged to report bullying, discrimination or harassment to any administrator, teacher or other school staff member. Reports may be made anonymously.

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

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

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

Retaliation: Threatening to or retaliating against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment or discrimination. Retaliation includes threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties. It also includes overt or covert acts of reprisal, interference, restraint, penalty, discrimination or harassment against an individual or group for exercising rights under the CTECS Title IX Policy, Nondiscrimination Policy, or any other complaint or grievance reporting a violation of school policy or state or federal law.

CTECS Title IX Policy

Prohibited Sex Discrimination, Sex-Based Harassment, and Retaliation

CTECS is committed to providing an educational and employment environment that is free from discrimination in any form. CTECS adheres to all federal, state, and local civil rights laws prohibiting sex discrimination and sex-based harassment in employment and education. CTECS does not discriminate in its admissions practices, employment practices, or educational practices on the basis of sex, except as may be permitted by law. As a recipient of federal financial assistance for education activities, CTECS is required by Title IX of the Education Amendments of 1972 (Title IX) to ensure that all of its education programs and activities do not discriminate on the basis of sex. Sex includes sex assigned at birth, sex stereotypes, sex characteristics, gender identity or expression, sexual orientation, and pregnancy or

related conditions. Sex discrimination is prohibited under Title IX and by CTECS' policy, and it includes sex-based harassment, sexual assault, dating and domestic violence, stalking, quid pro quo harassment, hostile environment harassment, disparate treatment, and disparate impact.

CTECS also prohibits retaliation against any person opposing sex discrimination or sex-based harassment or participating in any internal or external investigation or complaint process related to allegations of sex discrimination.

Any CTECS' employee or student who acts to deny, deprive, or limit the educational, employment, or social access, opportunities, and/or benefits of any member of the CTECS community on the basis of sex is in violation of CTECS' Title IX policy and shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

CTECS values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the resolution process during what is often a difficult time for all involved. To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the education program or activity, CTECS has developed policies and procedures that provide for prompt, fair, and impartial resolution of allegations of sex-based harassment.

Within any resolution process related to this policy, CTECS provides reasonable accommodations to persons with disabilities and religious accommodations when that accommodation is consistent with federal and state law.

Any person may report sex-based discrimination or harassment (regardless of whether the reporter is the person who experienced the conduct) in person, by mail, by telephone, by video, or by email at any time, including non-business hours.

Students and parents may contact the District Title IX Coordinator or their school Equity Coordinator.

Linda Leyhow, District Title IX Coordinator

39 Woodland Street, Hartford, CT 06105

Linda.Leyhow@cttech.org

Office: 860-807-2106

Cell: 959-895-2710

Employees may contact the Affirmative Action Equal Employment Opportunity Director.

Levy Gillespie, Affirmative Action Equal Employment Opportunity Director

450 Columbus Boulevard, Hartford, CT 06103

Levy.Gillespie@cttech.org

Office: 860-807-2071

A person may also file a complaint with the appropriate federal or state agency within the time permitted by law.

U.S. Department of Education, Office for Civil Rights

Office for Civil Rights

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-1475
Telephone: 202-453-6020
FAX: 202-453-6021; TDD: TDD: 800-877

Commission on Human Rights and Opportunities

450 Columbus Boulevard, Suite 2
Hartford, CT 06103-1835
(860) 541-3400
TDD: 1 (860) 541-3400
Connecticut Toll Free: 1 (800) 477-5737

CTECS' statement of nondiscrimination and grievance procedures are available on [CTECS' website](#).

Equity Coordinators

Each school has a staff member(s) who is available to answer questions and receive complaints about civil rights violations including discrimination and harassment. The Equity Coordinators can assist students or parents/guardians with making a complaint, seeking supportive measures, or understanding the investigation process in civil rights investigations. The Equity Coordinators for each school are:

School	Equity Coordinator Name and Title	Contact Information
Henry Abbott Tech 21 Hayestown Avenue Danbury, CT 06811	Jay Holt	School Psychologist, MTSS Coordinator 203-797-4460 ext. 12430 Jay.Holt@cttech.org
Bristol TEC 431 Minor Street Bristol, CT 06010	Amy Howroyd	Welding and Metal Fabrication 860-584-8433 ext. 345 Amy.Howroyd@cttech.org
Bullard-Havens 500 Palisade Avenue Bridgeport, CT 06610	Tracy Ganino	Director of Counseling and Admissions 203-579-6333 ext. 6487 Tracy.Ganino@cttech.org
	Lana Bridglall	School Counselor 203-579-6333 ext. 6490 Lana.Bridglall@cttech.org
Cheney Tech 791 West Middle Turnpike Manchester, CT 06040	Jennifer Tew	Special Education Instructor 860-649-5396 ext. 417 Jennifer.Tew@cttech.org
Ellis Tech 613 Upper Maple Street Danielson, CT 06239	Patrick Gildea	School Counselor 860-412-7510 Patrick.Gildea@cttech.org
Goodwin Tech 735 Slater Road New Britain, CT 06053	Betsi Feldman	Dean of Students 860-827-7736 ext. 309 Elizabeth.Feldman@cttech.org

Grasso Tech 189 Fort Hill Road Groton, CT 06340	Jonathan Grossman	Dean of Students 860-448-0220 ext. 323 Jonathan.Grossman@cttech.org
Kaynor Tech 43 Tompkins Street Waterbury, CT 06708	Nancy Maisonet	SAIL Instructor Nancy.maisonet@cttech.org 203-596-4302
Norwich Tech 7 Mahan Drive Norwich, CT 06360	Corey Mason	TESOL Teacher 860-892-2180 Corey.Mason@cttech.org
O'Brien Tech 141 Prindle Avenue Ansonia, CT 06401	Mindy Daria	School Social Worker 203-732-1826 Mindy.Daria@cttech.org
Platt Tech 600 Orange Avenue Milford, CT 06461	Mauricio Santa	Social Worker 203-882-4013 Mauricio.Santa@cttech.org
Prince Tech 401 Flatbush Avenue Hartford, CT 06106	Jason Gorski	School Psychologist 860-951-7112 x15098 jason.gorski@cttech.org
Vinal Tech 60 Daniels Street Middletown, CT 06457	Jennifer Sharpe	SAIL Instructor 860-344-7100 x18469 jennifer.sharpe@cttech.org
Eli Whitney 100 Fairview Avenue Hamden, CT 06514	Francisco Valdez	School Counselor 203-392-3896 Francisco.Valdez@cttech.org
Wilcox Tech 298 Oregon Road Meriden, CT 06514	Israel Velez	Spanish Teacher 203-317-5877 Israel.Velez@cttech.org
Windham Tech 210 Birch Street Willimantic, CT 06226	Taryn Wilson	School Psychologist 860-456-3879 x24315 taryn.wilson@cttech.org
Wolcott Tech 75 Oliver Street Torrington, CT 06790	Danielle Quinlan	Health and Physical Education 203-674-5841 Danielle.Quinlan@cttech.org
Wright Tech 120 Bridge Street Stamford, CT 06905	Marc Marin	English Teacher 203-324-7363 ext. 5742 Marc.Marin@cttech.org

Challenging Behavior

The school climate policy addresses the obligation of the school to lead in the prevention, identification, and response to challenging behavior, including but not limited to, reports of alleged bullying and harassment.

Bullying is strictly prohibited. Such conduct may result in disciplinary action, including suspension and expulsion. Bullying and teen dating violence is prohibited on school grounds or at school-sponsored activities, functions or programs whether on or off school grounds, at a school bus stop, on a school bus

or other school vehicle or through the use of an electronic device or an electronic mobile device owned, leased or used by CTECS.

Bullying and teen dating violence is also prohibited outside of the school setting if such bullying creates a hostile environment at school for the student against whom such bullying was directed, or infringes on the rights of the student against whom such bullying was directed at school, or substantially disrupts the education process or the orderly operation of a school.

Any form of discrimination or retaliation against an individual who reports or assists in the investigation of an act of bullying and/or teen dating violence is also strictly prohibited.

Bullying is defined as “unwanted and aggressive behavior among children in grades kindergarten to twelve that involves real or perceived power imbalance.”

Teen dating violence means any act of physical, emotional, or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

Cyberbullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications. Posting or texting mean-spirited, threatening or inappropriate texts or social media messages during the school day or after school hours may result in disciplinary consequences for disruption of the educational process.

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

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

How to Report Challenging Behavior

Any student who believes he or she has been the victim of Challenging Behavior such as bullying, harassment and/or teen dating violence may report the matter to any school employee.

Parents/guardians of students may file written reports of suspected bullying and/or teen dating violence. School employees who witness acts of bullying and/or teen dating violence or receive verbal reports of bullying and/or teen dating violence from students or parents must orally notify the School Climate Specialist, Equity Coordinator or another school administrator not later than one school day after such school employee witnesses bullying behavior and file a written report not later than two school days after making such an oral report.

Forms for filing a written report of an alleged act of bullying and/or teen dating violence are available to students, parents and staff at each school and on school websites [Policy and Resource page](#). All written

reports of bullying and/or teen dating violence shall be sent or forwarded to the School Climate Specialist.

Each school has established a process for students to anonymously report acts of bullying and/or teen dating violence. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation. No disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Investigations of Challenging Behavior

Administrators shall investigate any report filed. Prompt notice is given to the parents or guardians of the student alleged to have committed an act of Challenging behavior and the parents or guardians of the student against whom such alleged act or acts were directed that such investigation has commenced. Parents are given notice within forty-eight hours of the completion of the investigation.

If the investigation determines that there has been a verified act of challenging behavior, the school shall invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying. The school shall invite the parents or guardians of a student who commits any verified act of bullying to a separate and distinct meeting to discuss specific interventions undertaken by the school to prevent further acts of bullying. The notification and the invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.

Disciplinary Sanctions for Challenging Behavior (Bullying, Harassment, Discrimination and Retaliation)

In alignment with the CTECS Student Conduct and Discipline policy (Policy 5002), our approach to addressing incidents of bullying, discrimination, harassment, or retaliation prioritizes restoring relationships, fostering understanding, and supporting student growth. While disciplinary actions may still be necessary, responses are intended to be developmentally appropriate, inclusive, and focused on accountability and repair.

Restorative and corrective responses may include, but are not limited to, one or more of the following:

- Reflective conversations and written reflections to help students consider the impact of their actions on others and the school community.
- Restorative conferences or circles, when appropriate, to provide a structured opportunity for those impacted to share perspectives, rebuild trust, and collaboratively identify steps toward repair;
- Changes in classroom or school placement to ensure safety and support for all students involved;
- Short-term or long-term removal from class or school, when necessary to maintain a safe learning environment, paired with ongoing opportunities for reflection and re-entry planning;
- Restrictions from participation in school-sponsored activities or spaces, designed to balance community safety with opportunities for re-engagement;
- Parent/guardian conferences to strengthen collaboration between school and home in supporting student growth and accountability.
- Increased adult supervision and mentorship, providing guidance, monitoring, and support for positive decision-making;

- Voluntary, meaningful opportunities for apology or restitution, ensuring that any attempt to repair harm is authentic and not forced;
- Educational and awareness-building opportunities, including targeted learning experiences that deepen understanding of bias, identity, and the impact of harmful behavior on individuals and communities.
- Through these responses, the goal is to support students in taking responsibility for their actions, understanding the impact of their behavior, and developing the skills necessary to contribute positively to a safe, respectful, and inclusive school community.

Protection Against Retaliation

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

False Statements During Investigations

Any student who lies to school officials or otherwise engages in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the investigation of complaints of bullying, discrimination, harassment or sexual harassment shall be subject to disciplinary consequences including suspension and expulsion.

Section 2: Attendance

Attendance is one of the most important elements of school and career success. Students with good attendance reach their academic and career goals at a greater rate and stay connected with members of the school community.

All CTECS attendance policies and procedures adhere to the Connecticut State Department of Education guidance and the Connecticut General Statutes regarding compulsory attendance, truancy and chronic absenteeism. In addition, CTECS considers attendance to be a course requirement and an excessive number of unexcused absences may result in a loss of credit.

Attendance for a School Day

A student is considered to be “in attendance” if present at his/her assigned school or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. Early dismissal of a school prior to half of the scheduled day due to an emergency is not considered an absence on the part of the students.

Missed Learning Recovery

Students who are absent miss important instruction and learning experiences. Upon returning from an absence, students are required to communicate with their teachers to address missed learning. Students will be provided two school days per day absent to recover their missed learning. When necessary, students and teachers may develop an individualized learning recovery plan that addresses essential skills, concepts, and assessments missed during class. Learning recovery may include completing selected assignments, participating in additional instruction, demonstrating mastery of learning targets, or other teacher-directed activities designed to support student success that may be different from the activities that were missed. Students with frequent and/or extended absences may require alternate support, including formalized learning recovery plans.

In the case of pre-announced tests or major assignments, it is the teacher's discretion to determine the due date.

For students with an Individualized Education Program (IEP) or Section 504 Plan, learning recovery, timelines, accommodations, and supports must be provided in accordance with the student's documented plan. When the provisions of an IEP or Section 504 Plan differ from this policy, the student's plan supersedes this handbook.

Tardiness

A student is tardy when he/she arrives late to school or class. Tardiness is regarded as a disciplinary problem subject to either classroom or administrative penalties. Habitual tardiness is a correctable behavior problem requiring counseling and parental conferences. Tardiness cannot be accumulated and utilized as the basis for denial of credit, nor can it be utilized for the reduction of course grade.

Early Dismissal

Students have daily assignments and commitments that are an essential part of the school's total educational program. Study periods, including those that occur at the end of the school day, are to be used to support the student's educational program.

Parents, guardians and students age 18 or older are expected to schedule medical, dental, and other appointments after school hours. When it is absolutely necessary for a student to be excused, the parent or guardian submit a signed, written note at least one school day in advance of the appointment explaining the reason for the request for early dismissal. Early dismissal for medical or dental appointments should be accompanied with an appointment card.

Requests for early dismissal must be presented to the assistant principal or his/her designee. Early dismissal requests may be denied if not in the educational interest of the student, even if the student has reached the age of 18 years.

Types of Absences

1. Excused Absences

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

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 written documentation. Acceptable forms of documentation for an excused absence includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or a licensed medical professional. Documentation should provide the reason for and length of the absence.

For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

- Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
- Student mental health wellness day (only two days per year, may not be taken consecutively)
- Student's observance of a religious holiday;
- Death in the student's family or other emergency beyond the control of the student's family;
- Mandated court appearances (additional documentation required);
- The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
- Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance;
- Parents on active duty: A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of CTECS school administration, additional excused absences to visit the student's parent or legal guardian relative to such leave or deployment of the parent or legal guardian. In the case of excused absences pursuant to this subsection, the student and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school from such period of excused absence.

2. Unexcused Absences

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

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

3. Disciplinary Absences

Absences that are the result of school or district disciplinary action are excluded from these definitions. In other words, absences due to out-of-school suspension and expulsion are neither excused or unexcused absences, but are designated as disciplinary absences and will be reflected as such on a student's attendance history.

Notification to Parents/Guardians of a Student's Absence or Tardy

CTECS uses an electronic notification system to notify parents/guardians when a student is absent or tardy. This system uses both phone and email notifications. Parents/guardians provide their phone number and email address where these notifications are sent on the PowerSchool parent portal. In addition, parents/guardians may also receive information about their child's attendance through direct communication from school personnel.

To assure the accuracy of attendance records, students should take care to assure that their school IDs are properly scanned upon arrival at school whenever the school is utilizing electronic scanning for attendance purposes and should also assure that they are marked present in their first class of the day.

Truancy

A student is considered truant if there are four (4) unexcused absences in one month, or ten (10) unexcused absences in a school year. The school team will meet with parents and guardians of students who are identified as being truant no later than ten (10) days after the qualifying absence in order to evaluate the cause of the frequent absences and coordinate interventions. The school team will provide the parent or guardian of a student who is truant with information concerning the existence and availability of the 2-1-1 Infoline program and other available pediatric mental and behavioral health screening services. A school referral to the appropriate state or local agency may be made, if the school determines that such a referral is warranted.

Attendance as a Requirement Towards Earning Course Credit

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

Furthermore, in order to prepare students for the actual world of work, CTECS expects from its students what employers will expect. CTECS attendance policy is designed to develop in students a sense of responsibility and cooperation.

In order to earn credit in a course for the year, a student may have no more than a total of ten (10) unexcused absences. Denial of course credit is not determined by individual teachers.

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

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

Excused Absences for Course Credit

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

- Participation in school-approved activities with prior permission of the Principal;
- Medical reasons for student's immediate family which are verified by a licensed medical professional (physician, APRN/PA or school nurse);
- In school and out of school suspensions; and
- Failure of sending town or parent to provide transportation.

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

Notification to Parents/Guardians when Attendance Jeopardizes Course Credit

Although parents/guardians may access PowerSchool in order to gain up-to-date information regarding their child's attendance, CTECS engages in the following process in order to ensure that parents/guardians are provided with additional communication regarding absences that may impact denial of credit:

After 7 days of unexcused absences, a letter shall be sent to the parent/guardian by the attendance officer informing them of the status of the student.

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

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

Review Process for Appeal of Credit Denial Due to Absenteeism

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

Chronic Absenteeism

Whether absences are deemed excused or unexcused, the loss of instructional time can have a negative cumulative effect on student and school performance. Therefore, each school reviews student attendance data to address chronic absenteeism of both individual students as well as the whole school. A student who is absent for any reason for ten percent of the total number of days in the school year (18 days) is considered to be “chronically absent.” A school referral to the appropriate state or local agency may be made, if the school determines that such a referral is warranted.

The Following Definitions Apply to Chronic Absenteeism:

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

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

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

If a CTECS school has a chronic absenteeism rate of fifteen percent or higher, an attendance review team is identified. The Attendance Review Team will be responsible for reviewing attendance issues on a periodic basis.

The Attendance Review Team Will:

- Identify absenteeism rates;
- Determine if the absentee rate exceeds 10%;
- Identify the appropriate interventions/community resources for student intervention;
- Continue to follow up on the progress of students who have been identified;
- Consider School Wide interventions to assure student attendance;
- Maintain records of recommendations; and
- Make and receive referrals.

Students falling into the range of chronic absenteeism, shall be referred to the MTSS Team.

The MTSS Team Will:

- Identify appropriate interventions and community resources to support the student and family;
- Determine the need for referral to Special Education for assessment;
- Continue to follow up on the progress of students who have been identified;
- Maintain records of recommendations; and
- Make and receive referrals.

Section 3:

Promotion and Graduation Requirements

Promotion and Graduation Requirements

Promotion Requirements

To achieve 10th grade status a student must earn 7.0 credits.

To achieve 11th grade status a student must earn 14.5 credits and receive a 60 or higher in the CTE Program. A student cannot be promoted to the next grade level with a failure in the CTE Program.

To achieve 12th grade status a student must earn 22.5 credits and receive a 60 or higher in the CTE Program. A student cannot be promoted to the next grade level with a failure in the CTE Program.

Grade 12 students must carry a minimum of 6.5 credits including 3 credits in the CTE Program for Grade 12. Grade 12 students must also meet senior summative assessment, and complete a culminating Capstone Project.

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

Placement at a grade level on the CTECS student information system (PowerSchool) does not guarantee completion of credits required for promotion or for placement in a particular grade.

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

- Summer school, where available and when available. The cost of summer school is paid by the parent/guardian, unless eligibility requirements are met for a reduced cost or no cost. Students demonstrating sufficient engagement in the course, generally reflected by a final grade of 50 or above, may qualify for summer or winter credit recovery.
- A credit recovery program that is approved by the Commissioner of Education. The cost of on-line credit recovery courses are paid by the parent/guardian unless eligibility requirements are met for a reduced cost or no cost.
- Repeat the grade, space permitting, after administrative review.
- Exit and enroll in their local district.

Students with Disabilities

The provisions below govern students with an IEP or a 504 plan. These students remain subject to the same requirements as all students, except where the student's plan provides otherwise.

Applies to both IEP and 504 students:

1. For a student with a 504 plan: The 504 team decides the accommodations the student receives so the student can access the same curriculum, assessments, and requirements as their peers. A

504 plan provides accommodations only. It does not modify the curriculum or change course, promotion, retention, or graduation requirements.

2. For a student with an IEP: The PPT decides the accommodations, modifications, specialized instruction, and related services the student receives, and how the student accesses the curriculum, assessments, and credit recovery.
3. For a student with either plan: Promotion and retention are decided through the district's standard promotion policy, under the same standards that apply to all students, with the student's accommodations. The team does not make the promotion or retention decision itself.
4. Any special education student at risk of not being promoted should have a scheduled PPT. The PPT team reviews whether the failure(s) was related to the student's disability or to a service or accommodation the student was supposed to receive but did not. If it was, the PPT team determines the appropriate supports, remedy, or credit recovery, and the promotion decision is then made through the standard process with that input.
5. The student takes the senior summative assessment and completes the Capstone Project using the accommodations and modifications in the plan, as allowable for that assessment. On a statewide assessment, only approved accommodations may be used, and any eligibility for an alternate assessment must be stated in the student's IEP. On a locally developed CTECS assessment, the accommodations and modifications in the plan apply.
6. Retention is an administrative decision made under the district's promotion policy. For a student with an IEP or 504, it is made with the PPT or 504 team's input, and it may not be based on the student's disability or on a service or accommodation the student did not receive.

Applies to IEP students only:

7. The PPT may change a course prerequisite, approve a different course sequence or a course substitution, or determine that a specific graduation requirement is not appropriate for the student, when the IEP so provides. Connecticut law applies the graduation requirements to students requiring special education except where the PPT determines a requirement not to be appropriate, and the district must offer alternate means to complete requirements. A 504 plan provides accommodations and does not change course or graduation requirements.

Graduation Requirements

CTECS provides students with a dual education in academics and the trade area. Students must earn the required academic and trade graduation credit requirements in order to be awarded a high school diploma from CTECS.

CTECS students must meet requirements in the following areas in order to earn a CTECS high school diploma:

- Specific course requirements
- Total credits requirements
- Senior CTE summative assessment requirement
- Capstone Project requirement
- FAFSA completion requirement

For Students Graduating in 2027 and After

Course and Credit Requirements for Graduation

Thirty (30) credits are required for graduation including courses from the following content areas:

Career Technical Education (CTE) Program

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

Academics

Humanities ***

English	4 credits
Social Studies (includes Civics)	3 credits
Personal Financial Management and Financial Literacy	0.5 credits
Arts, Music, Literacy Lab, other electives in English and Social Studies, Spanish II, or Spanish III	1.5 credits

Science Technology Engineering and Mathematics

Mathematics	3 credits
Science	3 credits
Trade Technology*	Included in CTE credits above

Other Credit Requirements

Physical Education and Wellness	1 credit
Health and Safety Education**	1 credit
World Language****	1 credit

Presentation of Capstone Project must be completed for graduation

Completion & Submission of FAFSA, or a waiver, must be completed for graduation

* Science Technology Engineering and Mathematics Trade Technology credit includes three (3) credits earned through the CTE Program.

** Students who transfer to CTECS during grade 9 or at the beginning of grade 10 may be eligible for exemption from all or a portion of the Exploratory Program and Health Education credit requirements. **Students who do not earn the 1.0 Exploratory credit will be required to complete an approved pathway to recover the credit, which may include additional coursework or program participation.**

*** English Language Development credit may be used to fulfill a portion of the graduation category credit under the Humanities categories above and may be applied per the credit values earned by a student towards the total required credits in that category.

**** Students who have successfully passed a world language course in Middle School may meet the world language graduation requirement at CTECS if all curriculum and clock hour time in class requirements established by the Connecticut State Department of Education were met. Middle School students receiving Spanish I credit are encouraged to register in Spanish II or Spanish III if available. Students receiving Middle School credit for languages other than Spanish are encouraged to enroll in

Spanish I and Spanish II. Students who are heritage speakers of Spanish may also consider enrolling in Spanish for Heritage Speakers Level I and Level II, which are designed to build upon their existing language proficiency and cultural knowledge. These additional Spanish courses may count as a Humanities credit. Please note that most 4-year colleges require a two to three-year sequence of study in the same world language.

Basic Skills Standards Graduation Requirement

Basic skills are integrated into the various subject areas required for graduation. A student who earns a passing grade in any required course is considered to have met the basic skills necessary for graduation.

CTECS will offer tiered interventions to support students who are struggling to meet these basic skill requirements. Students are expected to take an active role in the intervention process.

Career Technical Education (CTE) Capstone Project Requirement

Students must complete a culminating Capstone Project in grade 12 for the purpose of demonstrating trade-specific skills and career readiness. The Capstone Project combines technical mastery, innovation, communication, and professionalism, and aligns with CTECS Vision of a Graduate.

FAFSA Completion Requirement

Graduating students must do one of the following: (1) complete a Free Application for Federal Student Aid (FAFSA), (2) complete and submit to a public institution of higher education an application for institutional financial aid for students without legal immigration status established by state law, or (3) complete a waiver on a form prescribed by the Commissioner of Education. After March 15 of each school year, a principal, school counselor, or teacher may complete the waiver on behalf of a student if following a good faith effort to contact the parent, guardian or student age 18 or older about this requirement.

National Collegiate Athletic Association (NCAA) Eligibility

If a student is interested in playing a college level sport after high school graduation, the student and parent/guardian should make an appointment with the student's school counselor as soon as possible in order to discuss registration with the NCAA, and the appropriate courses that must be taken at CTECS to meet initial-eligibility standards.

On-Line Coursework for Credit

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

- The workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting;
- The content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
- The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs;

- The program of instruction for such on-line coursework is planned, ongoing and systematic, and
- The courses are (a) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (b) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited.

Tier 3 Literacy Lab

The Tier 3 Literacy Lab will give students a grade independent of the English grade. Students enrolled in the Tier 3 Literacy Lab may receive credit as follows:

.25 credit = 2 periods

.50 credit = 3 periods

.75 credit = 5 periods

Guidelines for Participation in Graduation Exercises

A student must meet all of the requirements for graduation in order to earn a CTECS Career Technical and Academic diploma and participate in the graduation ceremony at a Connecticut Technical Education and Career System school.

An exception may be made in special circumstances such as:

- A mistake has been made regarding credit distribution or promotion requirements.
- The student and parent/guardians have not been notified in a timely manner of deficiencies in graduation requirements.
- A decision relative to special circumstances and the granting of an exception is the responsibility of the principal in consultation with the Superintendent.

A student granted an exception is afforded the right to full participation in the graduation ceremony.

Dual Enrollment

Many CTECS schools offer Advanced Placement Courses, Early College Experience (ECE) Courses, and the College Career Pathways Program. CTECS is also part of a statewide partnership with Connecticut State Community College that expands opportunities for students as they prepare for college and careers. Through this partnership, students may have the opportunity to earn college credit at no cost while still in high school through dual enrollment and related programs. In many cases, students may also receive college credit for skills, certifications, and industry-recognized credentials earned through their technical programs.

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

Seal of Biliteracy

All students are eligible to earn the Seal of Biliteracy based on evidence of achieving the designated level of language proficiency in two or more languages by high school graduation. To earn the Seal of Biliteracy, students must demonstrate proficiency in English, as well as one or more additional foreign languages in grade 10, 11, or 12. The term “foreign language” means a world language other than

English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. Students may acquire proficiency in multiple languages through various methods such as traditional high school world language programs, traditional ESL programs, bilingual education and dual language programs, and heritage language knowledge.

To attain the Seal of Biliteracy, students' use of the language must be demonstrated, rather than their knowledge about the language. Both native and non-native speakers of English must provide comparable evidence of English language proficiency. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

To be eligible to receive the Seal of Biliteracy, the following academic requirements must be met:

1. Students must complete all English language arts requirements for graduation.
2. Students must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines pursuant to the Seal of Biliteracy Guidelines established by the Connecticut State Board of Education.

For students who have been awarded the Seal of Biliteracy, CTECS will affix the Connecticut State Seal of Biliteracy to the student's diploma and include on such student's transcript a designation that the student received the Connecticut State Seal of Biliteracy.

Demonstrating proficiency (passing grade) includes the following:

Assessment	Minimum Score
Assessment of performance toward Proficiency in Languages (AAPPL) Measure <i>AAPPL is available in Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese, and Spanish.</i>	I-3 in all 4 domains (Listening, speaking, reading, and writing)
Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT) <i>OPI & WPT is available in Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Gujarati, Haitian Creole, Hebrew, Hindi, Malayalam, Pashto, Polish, Russian, Swahili, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba</i>	Intermediate Mid
International Baccalaureate (IB) World Language Exam	4 or higher
Advanced Placement (AP) World Language Exam	3
ASL proficiency Interview	3
Sign Language Proficiency	Intermediate
Avant STAMP (Standards-based Measurement of Proficiency)	Intermediate Mid
ALIRA Latin Interpretive Reading Assessment	I-3

DELE (Diplomas of Spanish as a Foreign Language)	B1
DELF (Diplomas of French as a Foreign Language)	B1

**Please note that not all of the above assessments are offered by CTECS schools.*

Class Rank and Weighted Grading

Ranking of students is the process of determining the relative academic standing of students within a class. Class rank is cumulative and is computed yearly.

- Grades received in Advanced Placement (AP) and ECE courses are weighted by a factor of 1.3.
- Grades received in Honors courses are weighed by a factor of 1.15.

Class rank will be determined by the sum of course credits multiplied by the weighted grades divided by the total number of credits attempted.

Credits transferred into CTECS will not carry a weight or be computed in with the student's grade point average or class rank.

Determination of Valedictorian And Salutatorian

The Valedictorian and Salutatorian shall be determined at the end of the third quarter marking period of senior year. The student's final rank is determined by a weighted cumulative average. Credits transferred into CTECS will not carry a weight or be computed in with the student's grade point average or class rank and will therefore not be considered when the Valedictorian and Salutatorian are determined.

Alternative Education Program (AEP)

An Alternative Education Program will be developed for students enrolled in grades nine through twelve when a student's medical condition will cause an absence of at least ten (10) consecutive school days, or when it is known in advance that the absence will exceed that time. To obtain this service, the student's parent/guardian should call the school and provide the necessary written documentation. Once approved, instruction is delivered in a variety of appropriate settings. Instruction is not able to be provided in the student's home.

Students in grades nine through twelve can receive Extended School Day (ESD), Extended School Year (ESY), and/or tutoring services as recommended at a student's Planning and Placement team's (PPT) meeting.

Homework Policy

Homework is assigned to support learning by helping students practice skills, deepen understanding of classroom content, prepare for upcoming lessons, or reflect on their learning. Students are expected to complete homework thoughtfully and on time, demonstrating their best effort and applying what they have learned in class.

Homework is an important part of the learning process and may be reviewed for accuracy, understanding, and progress toward course goals. Students should use available resources and

communicate with their teacher if they need support. Completing assigned work may be required for opportunities such as retesting, reassessment, or assignment revisions.

Students with an Individualized Education Program (IEP) or Section 504 Plan will receive homework accommodations and supports as outlined in their plan. If there is a difference between this handbook and an individual student's plan, the student's IEP or Section 504 Plan will take precedence.

Honors: Placement Criteria for Honors and Advanced Placement Academic Courses

Honors and advanced placement courses provide students with more challenging and rigorous learning experiences. For this reason, careful consideration is given to the placement of a student into an honors or advanced placement course. Courses may only be run if there are enough students enrolled. Student placement into an honors level course for each academic area is based on the academic criteria provided below.

English

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

- Comprehend complex grade-level texts independently;
- Contribute thoughtful grade-level commentary to classroom discussion;
- Write to grade-level expectations, with attention to organization, detailed content, precise analysis, and standard writing conventions;
- Understand the fundamentals of the research process and execute research with minimal support from teacher;
- Create and conduct presentations for classmates and take a lead role in classroom discussions; and
- Have a habit of voluntarily reading, of completing all homework on time, and demonstrate a willingness to accept the challenge of honors/advanced placement work which expects a high degree of independence and responsibility.

There are multiple methods for students to enroll in advanced courses. Students seeking admission into an English honors or advanced course should meet the following criteria:

1. School Personnel Recommendation

When recommending students for advanced courses, school personnel should take into consideration the above criteria and;

2. Current Grade in English Course

If a student is currently in an English honors course, s/he should have earned an 85% average at the time of scheduling.

If a student is currently in a core level English course, s/he should have earned a 90% at the time of scheduling; or

3. Alternative Assessment

Students not meeting the above grade prerequisites may take an alternate assessment that will be evaluated by the AP English teacher and/or the Supervisor of Literacy and Humanities.

Math

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

CTECS is currently using a Diagnostic Placement Test embedded in the Reveal Math Resource. Students scoring 80% or better can be considered for honors placement in math.

The chart below illustrates four possible pathways for meeting the graduation requirement and readiness for career and college.

Minimum for Graduation*	Career Pathway	College-Preparation Pathway	More Competitive College-Preparation
3 Credits	3 or 4-Credits	4 or more Credits	4 or more Credits
Pre-Algebra	Algebra I	Algebra I	Honors Algebra I
Algebra I**	Algebra II	Algebra II	Honors Algebra II
Geometry**		Geometry	Honors Geometry
<u>One of the following math electives</u> Personal Finance with Algebra Math Application	<u>One of the following math electives</u> Geometry Statistics Trigonometry	<u>One of the following math electives</u> Advanced Algebra Statistics Trigonometry	<u>One of the following math electives</u> Honors Pre-Calculus Honors Statistics Honors Trigonometry
<i>*A foundational math pathway will be available for students identified with specific needs. **Students who follow the minimum graduation pathway must take Algebra I and Geometry as part of their three credits towards graduation.</i>			

Students on every grade level can easily move from core to honors by showing effort and achievement as measured by performance on assessments within each course.

Science

Grade 9 Honors General Science: Students entering Grade 9 Honors General Science should have experience in Algebra I, or (where applicable) performed high level in an ALEKS pretest in Algebra I.

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

Grade 10 Honors Biology 1 (or Honors Life Science): Successful completion of Algebra 1 and a grade of A (95) in General Science or B (85) in Honors General Science 9.

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

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

Social Studies

The course materials in a social studies honors/advanced placement course are more complex in the following areas: text selection; length of reading assignments; writing assignment tasks; assessment types. The term “advanced” as used in this description includes UCONN Early Experience Courses, Community College Career Pathways Courses and College Board AP Courses. There may be additional requirements for UCONN, community college and AP courses as requested by the credit granting institutions. For this reason, students in an honors/advanced placement course will be expected to do the following:

- Comprehend complex grade-level texts independently;
- Contribute thoughtful grade-level commentary to classroom discussion;
- Write to grade-level expectations, with attention to organization, detailed content, precise analysis and writing conventions;
- Understand the fundamentals of the research process and execute research with minimal support from teacher;
- Create and conduct presentations for classmates and take a lead role in classroom discussions; and
- Have a habit of voluntarily reading, of completing all homework on time, and demonstrate a willingness to accept the challenge of honors/advanced placement work which expects a high degree of independence and responsibility.

There are multiple methods for students to enroll in advanced courses. Students seeking admission into a Social Studies honors or advanced course should meet the following criteria:

1. School Personnel Recommendation

When recommending students for advanced courses, school personnel should take into consideration the above criteria; and

2. Current Grade in Social Studies Course

If a student is currently in a social studies honors course, s/he should have earned an 85% average at the time of scheduling.

If student is currently in a core level social studies course, s/he should have earned a 90% at the time of scheduling; or

3. Alternative Assessment

Students not meeting the above grade prerequisites may take an alternate assessment that will be evaluated by the AP social studies teacher and/or the Supervisor of Literacy and Humanities.

Honor Roll

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

Incomplete Grades

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

Transfer/Withdrawal from School

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

Transfer Between CTECS Schools

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

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

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

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

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

The Superintendent may transfer students between CTECS schools at any time.

Transfer from Another School District

Transfer of currently enrolled students in another school district is limited to grade 9 and grade 10 and is subject to the CTECS admissions policy. Once a transcript evaluation is conducted by CTECS, all CTECS approved credits will appear on the student's CTECS transcript as transfer credit. CTECS reserves the right to align transfer courses with the appropriate CTECS course and credit value. Credits transferred into CTECS will not carry a weight or be computed in with the student's grade point average or class rank.

Section 4:

Assessment and Testing

Testing-Related Accommodations for Students with Disabilities

Testing-related accommodations are to be decided only by a student's Planning and Placement Team (PPT) or Section 504 team (504 Team). All testing-related accommodations documented in a student's IEP or 504 Plan shall apply to all standardized tests taken at school, including those offered by the College Board (PSAT, PSAT/NMSQT and SAT), unless otherwise specifically stated in a student's IEP or Section 504 Plan. No College Board requirement can alter the accommodations required by a student's IEP or 504 Plan.

If a parent or guardian wants their child to take an assessment without the provision of one or more testing-related accommodations, this request should be made to the student's school counselor well in advance of the date of the assessment.

Preliminary Sat/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) and PSAT 10.

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

Scholastic Assessment Test (SAT)

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

The Next Generation Science Standards (NGSS) Assessment – Science

The Next Generation Science Standards (NGSS) places emphasis on critical thinking, investigations of natural phenomena and real-world problems. All grade 11 students enrolled in a public school must participate in the NGSS assessment. NGSS is a state mandated assessment to meet federal mandates for ESSA.

Connecticut Physical Fitness Assessment

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

The purposes of the CPFA assessment are to:

- provide for continual monitoring of students' fitness levels in targeted grades;

- provide additional test achievement information about students, schools, and districts;
- provide earlier identification of students not meeting a fitness standard; and
- improve instruction as a result of test analysis.

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

Language Assessment Scales - (LAS Links)

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

LAS Links Scores

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

District Summative Assessments (DSAs)

District Summative Assessments (DSA) provide important feedback to students and teachers regarding the level of competence and performance skills attained by the student in their career and academic pathway programs. It also provides guidance for necessary adjustments and alignment of curriculum and required changes in instructional equipment and supplies.

Section 5:

Student Support Services

Additional Academic and Trade Support for Students

Teachers are available immediately after the end of the school day for students requesting extra help or time for make-up work. The student is responsible for contacting teachers and scheduling after-school time with a teacher.

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

Students with Disabilities

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

School Counseling

School counselors are professionally qualified members of the school faculty who help students find success in high school and beyond.

School counselors work with all students in grades 9-12. They provide lessons that teach strategies for academic, career, and personal growth. School counselors meet with students to create educational and career plans based on career interests and goals, and offer programming such as financial aid nights and career/college fairs to support families in navigating the post-secondary process.

School counselors also provide group counseling and short-term individual counseling for students to help them function more effectively in the school environment. Additionally, school counselors can provide assistance to families seeking referrals to community counseling agencies for long-term counseling.

All counselors must follow professional guidelines and laws protecting student confidentiality. This applies to the information gathered from student discussions as well as to student records. This confidentiality will be maintained unless it is deemed that a student is at risk for harming self or others.

Health Counseling

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

MTSS Team

An MTSS team may consist of school counselors, the school nurse, school administrators, a special education instructor, a school social worker, a school psychologist, and teachers. Membership can vary by school based on student needs and available staff.

The MTSS team supports students who are experiencing difficulty in school or at home. Working within a multi-tiered system of supports, the team uses a proactive, strengths-based approach and relies on data to match each student with the right level of support, from universal (Tier 1) practices available to all students, to targeted (Tier 2) and intensive (Tier 3) interventions for those who need more.

The MTSS team responds to referrals from staff, families, and outside agencies, as well as student self-referrals. Referrals are typically initiated by a teacher or staff member who has identified a concern, documented Tier 1 supports, and gathered supporting data. Concerns raised by a student about a peer are directed to a school counselor or administrator, who assesses the situation and refers to the MTSS team if tiered support is warranted. The team reviews available data to assess the nature and extent of the concern, identifies appropriate interventions, monitors student progress, and follows up with students and staff.

The MTSS team also supports concerns that affect learning, including attendance, behavior, crisis situations, and emotional health, mental health, illness, and chronic health issues. The team addresses these through tiered interventions and ongoing progress monitoring. When the data show that a student is not making sufficient progress despite appropriate interventions, the team may recommend a referral for a special education evaluation through the Planning and Placement Team (PPT) or for a Section 504 evaluation.

Crisis Intervention

Each school shall have a crisis intervention team consisting of a teacher, administrator, paraprofessional or other school employee who has direct contact with students. The team shall respond to an incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others. Members of the crisis intervention team will receive periodic training in the use of restraint and seclusion.

Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher, convene a behavior intervention meeting regarding such students. The participants of such behavior intervention meetings shall identify resources and supports to address such student's social, emotional and instructional needs.

Support for Students Experiencing Homelessness

Federal law (McKinney–Vento Homeless Assistance Act) requires schools to remove barriers to school enrollment and retention of students experiencing homelessness. Such students have the right to remain at his or her school of origin or to attend any school that houses students who live in the attendance area in which the child or youth is actually living. Such students also have a right to several services including transportation and lunch. Each school has a staff member responsible for assisting students

who experience homelessness. For more information, please contact the school's Counseling and Admissions Department Head or any school counselor.

Student Support

Through regular review of student assessment and performance data individual students may be identified for an increased level of support in accordance with Connecticut's Multi-Tiered System of Supports (MTSS) framework. This support may include:

- Identification of specific research-based interventions to be implemented within the student's regular classroom or study hall;
- Referral to the MTSS Team for development of an intervention plan;
- Requirement of the student to participate in an after-school program until deficiencies are eliminated;
- Additional targeted instruction through the Tier 3 Literacy Lab;
- Additional targeted instruction through the Foundations in Mathematics course; and
- Counseling with identified support staff.

The student's counselor will ensure that parents are aware of their child's need for support and progress. Documentation of interventions will be maintained in the student's educational file.

Student Success Plan

The Student Success Plan (SSP) is a personalized plan that helps students explore their interests, set goals, and prepare for life after high school. Beginning in 9th grade, students complete activities each year that focus on college and career planning, as well as building skills for independence. Plans are created and updated in Naviance, allowing students, families, and school staff to monitor progress together.

In senior year, students complete a capstone project in their trade area that highlights their learning and growth. The SSP is a schoolwide initiative that supports every student's path to success.

Sexual Abuse and Assault Prevention and Awareness Program

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

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

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

Please see the Connecticut Department of Children & Families site for information on [How to report child abuse and neglect in Connecticut](#).

Youth Suicide Prevention

Preventing and responding to suicidal behavior among students is a task requiring collaboration between school, home and community resources. [CTECS' Youth Suicide Prevention and Intervention Plan](#) (Policy #5009) consists guidelines that shall be issued and periodically revised by the Superintendent or designee. The guidelines shall address the following elements:

- **Prevention Awareness**
Risk factors, warning signs, screening and identification.
- **Intervention and Collaboration**
Development of proactive intervention and collaboration with parents, students, community mental health resources and other stakeholders to develop, expand and assess protocols and procedures, and make referrals.
- **Postvention and Response**
An organized response in the aftermath of a suicide to facilitate the healing of individuals from the grief and stress of suicide loss and/or to mitigate other negative effects of exposure to suicide.
- **Training of Staff and Students**
Training shall include, but not be limited to: prevention awareness (risk factors, warning signs), identification, reporting, interventions, referral, data collection and evaluation of efforts.
- **Evaluation and Data Collection**
Analyze and monitor systemic and individual assistance provided to students.

Implementation Responsibility

Everyone in the school community is needed to implement the Youth Suicide Prevention and Intervention Plan, including educators, school and district staff, students, parents/guardians, and volunteers. At each school, students, parents/guardians, staff and volunteers shall be provided with methods to report concerns about students.

The Superintendent or designee shall be responsible for the district-level coordination and development of the youth suicide prevention and intervention plan, including periodic revision of the guidelines portion of the plan.

The building Principal or designee will be responsible for coordinating and implementing the youth suicide prevention and intervention plan at each school. The school psychologist or other appropriate individual in each building will also act as a point of contact in each school for information relating to suicide prevention and intervention.

All staff members are expected to report students they believe to be at-risk for suicide or self-harm to the building Principal or designee.

988 – The Suicide and Crisis Lifeline in the United States

In Connecticut, the Department of Mental Health and Addiction Services and Department of Children and Families fund the Connecticut 988 Contact Center operated by the United Way of Connecticut/211. The Contact Center services include rapid 24/7 access to trained crisis contact center staff who can help people experiencing suicidal, substance use and other mental health crises, provide referrals to

resources, and perform warm transfers to mobile crisis services or emergency services as needed/desired.

Youth in Crisis in Connecticut may call 211 (press 1 for crisis, 1 for youth), call or text 988, or chat at 988lifeline.org.

Section 6:

Student Education Records Access, Confidentiality and Amendment

Student Education Records

CTECS schools maintain a variety of student records. It is the policy of CTECS to protect the confidentiality of education records and to maintain such records in accordance with applicable law, including the Family Educational Rights and Privacy Act (FERPA). FERPA affords parents and eligible students certain rights with respect to access, amendment and confidentiality of students' education records.

Definitions

"Student" means a person who is or was enrolled in a CTECS school.

"Eligible student" means a student who has attained eighteen (18) years or is attending an institution of post-secondary education,

"Parent" means a student's natural parent, guardian or an individual acting as a parent in the absence of a parent or guardian.

"Education records" means information that directly relates to a student that is collected, maintained or used by the school system. It includes information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Education records do not include the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except as a temporary substitute for the maker of the record.
- Records of a law enforcement unit.
- Records relating to an individual who is employed by the school system.
- Records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

"Personally identifiable information" includes a student's name; name of the student's parent or other family members; address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record (measurable characteristic such as handwriting, fingerprints, retina or iris pattern, voiceprints, DNA sequence, facial characteristics); student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

When a student is transgender or gender diverse and has a preferred name (but has not legally changed their name), all school documents and PowerSchool/PowerTeacher will have the preferred name. The

only place the student's legal name is retained is on a confidential page in PowerSchool that can only be viewed by administration used for state reporting purposes.

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

Types and Locations of Education Records

All of CTECS schools maintain student records in secure locations. Each student has a cumulative education record that is located in the School Counseling Department or main office. The cumulative education record includes general information such as the record of schools attended, admissions documents, parent/guardian contact information, transcript of grades, standardized test scores, attendance and discipline. Every student also has a health record that includes but is not limited to immunization history, doctor's notes, medication orders, activity restrictions and individualized health care plans. Health records are maintained by the School Nurse and include cumulative and electronic health records. Special education records are kept separately from the cumulative record by the Special Education Department Head. Special education records include items such as referrals, evaluations, IEPs, notices, correspondence, reports, functional behavioral assessments, and due process records.

Types of Records	Location	Custodian
Cumulative Education Records	Office of the School's Counseling Department or Main Office	School Counseling Department Head or Principal
Health Records	School Nurse's Office	School Nurse
Special Education Records	Special Education Department	Special Education Department Head
Admissions Records	Office of the School's Counseling Department and CTECS' Central Office	Director of Admissions

Note: Miscellaneous records not identified above are located in the main office. In compliance with Conn. Gen. Stat. § 19a-583, any written information about a student's HIV status shall not be included in the cumulative education record, routine school health records or other records accessible to a wide range of staff. Information about the HIV status of a specific student shall be kept in a secure manner in the cumulative health record by the School Nurse.

Access to Education Records

Parents and eligible students have the right to inspect and review the student's education records.

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

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

Surrogate parent: Individuals appointed to advocate for a student with a disability pursuant to Conn. Gen. Stat. §10-94g have the same right of access as parents.

Parents and eligible students may use the following procedure to inspect, review and request copies of education records:

Written request: All requests to inspect, review or obtain copies of a student's education records shall be made in writing to the Principal of the student's school and identify the records requested. For students who receive special education, a copy of the request should also be submitted to the Special Education Department Head.

Time for the school to respond to request: The school shall comply with a request for access to records from a parent or eligible student within a reasonable period of time but in any event, no more than forty-five (45) calendar days from the receipt of the request. A school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school shall also respond to reasonable requests for explanations and interpretations of the records.

Time to respond when a student receives special education: If the student who is the subject of the request receives special education, the school shall comply with a request to review and inspect the student's education records without unnecessary delay. This means that the opportunity to review and inspect the education records will be provided before any meeting regarding an IEP or any due process hearing or resolution session held in accordance with the IDEA; otherwise, the school shall comply with the request regarding a student who receives special education not later than ten (10) days of the request.

Copies of Education Records: CTECS will provide parents or eligible students with a copy of the student's education record upon receipt of a written request.

Fees for Copies of Records: The fee for copies of the student's education records is 25 cents per page. There is no fee for records that are delivered electronically. Parents of students receiving special education and/or related services have the right to receive one free copy of the student's education records within ten (10) days of the request. If the imposition of the fee effectively prevents a parent from exercising the right to inspect and review the student's education records, the fee shall be waived.

Access to education records and information may be limited in the following situations:

Records relate to more than one student: If the education records of a student contain information on more than one student, the parents may only have access to the specific information about their child.

Privileged communications between student and professional employee: Administrators, teachers and nurses are not required to disclose information concerning a student's alcohol or drug problem if the

information was revealed during a communication made privately and in confidence by the student to the professional employee.

Access to copyrighted instruments: Any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest shall not be copied. The parent may review and inspect such information at the location where the records are kept if the records have been retained (state law allows test protocols to be discarded at the discretion of the school administration).

Confidential HIV-related information: If the education records include confidential HIV-related information (whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions), such information may not be released without a written authorization specifically allowing for the disclosure of confidential HIV-related information.

Confidentiality and Disclosure of Personally Identifiable Information From Education Records

Signed and dated written consent required for disclosure: Before CTECS discloses personally identifiable information from a student's educational records to persons other than the parent or eligible student, the parent or eligible student shall provide a signed and dated written consent. The written consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. "Signed and dated written consent" may include a record and signature in electronic form that identifies and authenticates a particular person as the source of the electronic consent and indicates the person's approval of the information in the electronic consent.

Copy of records disclosed: If a parent or eligible student so requests, the school shall provide him/her with a copy of the records disclosed subject to applicable fees.

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

School officials who have a legitimate educational interest: Personally identifiable information about a student can be disclosed to school officials with legitimate educational interests without written consent of the parent or eligible student. A school official is:

- a person employed by CTECS as an administrator, supervisor, teacher, or support staff member (including health or medical staff and law enforcement unit personnel);
- a person serving on the CTECS Board;
- or a person or company with whom the CTECS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist).

The term "school official" includes, but is not limited to the following: the superintendent, assistant superintendents, administrators, supervisors, education consultants, teachers, school nurses, medical advisors, psychologists, social workers, school counselors, occupational therapists, speech and language therapists, paraeducators, physical therapists, coaches, behavior analysts and technicians, student

teachers, tutors, interns, support or clerical staff, security personnel, school resource officers, members of the CTECS' Board; attorneys who represent CTECS, human resources staff, Equal Employment Opportunity or Affirmative Action personnel, accountants, auditors, transportation personnel, medical or educational consultants, evaluators or therapists; or as a hearing officer or mediator in discipline and special education cases.

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

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

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

Sharing of Student Information Across Email

Please be advised that the following student information can be shared across email with members of the school administration, teachers and other CTECS staff:

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

All the above information can be e-mailed to administration, teachers, CTECS staff and parents. This is not public information and cannot be distributed to the general public.

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

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

Directory Information

Directory information is individual student information not generally considered harmful or an invasion of privacy if disclosed.

It is CTECS' policy to permit the disclosure of directory information without prior consent. CTECS considers the following categories to be directory information: name, address, telephone number, email address, photograph, date of birth, major field of study, grade level, participation in officially recognized activities and sports, height and weight of members of athletic teams, dates of attendance, degrees, honors and awards received and most recent school previously attended. Directory information does not include a student's social security number or a student identification number that, by itself, may be used to gain access to education records.

A parent or eligible student may refuse to let the school disclose any or all of these types of directory information by "opting out" of the policy. Parents are notified annually of the right to opt out of the directory information policy. To opt out, the parent or eligible student must annually notify the school counseling department head in writing that he or she does not want any or all of these types of information designated as directory information.

Health or Safety Emergency: The school may disclose education records or personally identifiable information from such records to appropriate parties (including the parents of an eligible student) if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making the decision to disclose information under this exception, the district must look at the totality of the circumstances. Disclosure is permitted where there is an articulable and significant threat to the health or safety of students, staff or other individuals. The disclosure should be limited to parties who need the information to address the emergency situation. The amount of information disclosed shall be narrowly tailored to the specific need and limited to the duration of the emergency. Disclosures for health and safety emergencies must be recorded in the student's education records.

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

Financial Aid: The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount or conditions for the aid or enforce the terms and conditions of the aid.

Amendment of Education Records

Request to amend records: Parents or eligible students may ask the school to amend a record that they believe is inaccurate, misleading or in violation of the student's rights of privacy. They should write to the school principal, clearly identify the part of the record they want changed or corrected, and specify why it is inaccurate, misleading or a violation of the right of privacy.

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

1. The school shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student;
2. The school shall give the parent or eligible student adequate notice of the date, time, and place of the hearing;
3. The hearing may be conducted by any individual, including an official of CTECS, who does not have a direct interest in the outcome of the hearing;
4. The school shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised in the request for amendment. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney;
5. The school shall make its decision in writing within a reasonable period of time after the hearing; and
6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Hearing decision: If the decision is in favor of the parent or eligible student, the education record shall be amended. If the decision is that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the school shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both.

Statement contesting the education record: When a statement is placed in the education records of a student, the school shall maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Annual Notice of Rights

At the beginning of each school year, CTECS provides parents and eligible students with notice of their FERPA rights regarding education records. This notice includes information about CTECS' policy on directory information and the opportunity to opt-out of disclosure of directory information.

Filing a Complaint with the U.S. Department Of Education

Parents or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failure by CTECS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: [Student Privacy Policy Office](#), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 02020-8520. Complaints may also be submitted by email to FERPA.Complaints@ed.gov.

Section 7:

Student Conduct Expectations and Interventions

Code Of Respect

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

Discipline Policy (Policy 5002)

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

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

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

In furtherance of its school climate improvement plan, the CTECS restorative practices response policy encourages the use of restorative practices for incidents of challenging behavior or student conflict that is nonviolent in nature and does not constitute a crime.

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

I. Definitions

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

- E. Expulsion means the exclusion from school privileges for more than ten consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school, to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Such a period of exclusion may extend to the school year following the school year in which such exclusion was imposed. Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the CTECS to another regular education program in the CTECS shall not constitute a suspension or expulsion.
- F. Emergency means a situation under which the continued presence of the pupil in the school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.
- G. School means any school under the direction of the Connecticut Technical Education and Career System.
- H. Report means a periodic report that indicates the number and types of disciplinary actions imposed by each school in the system.
- I. School Days shall mean days when school is in session for students.
- J. School-Sponsored Activity means any activity sponsored, recognized or authorized by CTECS and includes activities conducted on or off school property.
- K. Seriously Disruptive of the Educational Process means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

II. Scope of the Student Discipline Policy

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

III. Actions Leading to Removal, Suspension, In-School Suspension, or Expulsion

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

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

2. **Possession of any paraphernalia** used or designed to be used in the consumption, sale or distribution of drugs, alcohol, or tobacco as described in paragraph above, and paraphernalia includes vaporizers and hookahs.
3. **Fighting / Altercation / Physical Attack** Verbal Altercation including participation in an incident involving a verbal confrontation. Physical attack on or assault of a student, a member of the school staff, or other person including willful or reckless acts, or attempt to attack, or willful or reckless endangerment or exposure to harm, homicide, battery or stabbing.
4. **Threatening / Bullying / Hazing** is defined as the expression by word, act, or gesture of the intention to inflict pain, injury, or loss, and may include intimidation and hazing. Such conduct may include, but is not limited to, making false bomb threats or other threats to the safety of students, staff members, and/or other persons. Bullying is defined as unwanted and aggressive behavior among children in grades kindergarten to twelve that involves real or perceived power imbalance. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications;
5. **Discrimination and/or Harassment** including attempt to tease, irritate, annoy, pester, embarrass, ridicule or torment based on an individual's perceived characteristics such as sex, sexual orientation, gender identity, race, color, religion, age, disability, national origin, or ancestry, or racial slurs or hate crimes;
6. **Sexual Harassment/Sexual Battery/Other Sexual Misconduct** including consensual sex on campus and dating violence on or off campus. Dating violence includes bullying, harassment and intimidation and any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship. Sexual harassment includes unwelcome sexual conduct that has the purpose or effect of creating a hostile working or learning environment; conduct that does not satisfy the definition of sexual harassment pursuant to Title IX may still qualify as sexual misconduct, bullying or discrimination under this policy;
7. **Weapons** Weapon possession or use or possession or transport of any weapon, weapon facsimile, deadly weapon, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or other dangerous object. The definition of weapon includes a tool that is in the possession of the student in an inappropriate area of the campus or a tool that is used inappropriately anywhere. Tasers, electronic defense weapons and pepper spray are included;
8. **Fireworks/Explosive Materials** Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire;
9. **Unauthorized Entrance** into any school facility or portion of a school facility, or aiding or abetting an unauthorized entrance;
10. **Unauthorized and/or Reckless and/or Improper Operation of a Motor Vehicle** on school grounds or at any school-sponsored activity including, but not limited to, trespassing on school grounds while on out-of-school suspension or expulsion;
11. **Misuse of Electronic Devices and Communications** Inappropriate use of electronic devices and communications (including social media and websites) on school grounds or at a school-sponsored activity or off campus, if it results in serious disruption of the educational process. Students recording teachers, staff or other students without their knowledge or opportunity to object (or against their objection) is considered misconduct. Students who have permission to utilize educational supports such as recording of class lectures and class notes to address educational needs do not need to provide notice and opportunity to object and are not engaging in misconduct. This misconduct includes spoofing, defined as a type of scam where a

person attempts to gain unauthorized access to a user's system or information by pretending to be the user. The main purpose is to trick the user into releasing sensitive information in order to gain access to one's bank account, computer system or to steal personal information such as passwords. This misconduct includes online disclosure of someone else's personal information where the disclosure causes fear or serious distress. "Electronic Devices and Communications" includes mobile electronic devices or other electronic communications, the Internet, interactive and digital technologies, or cell phones and an electronic communication is any transfer of signs, signals, writing, sound, pictures, data, or other intelligence wholly or partly by wire, radio, electromagnetic, photo-electronic, or photo-optical system. A mobile electronic device is any portable device that can send data between or among users. Examples include phones, text messaging, paging devices, personal digital assistants, laptops, video gaming devices, digital video disk players, and digital cameras;

12. **Unauthorized Use of Computers** Inappropriate use or disruption of electronic information services or equipment including unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property for unauthorized purposes;
13. **Misuse of User ID** and passwords by students with regards to giving them out to others (sharing) or in some cases stealing of usernames or passwords, and on a larger scale, identity theft;
14. **Pornography** Possession, transmission, observation, or participation in creation of pornography;
15. **Theft / Stealing / Burglary** or attempt to steal or burglarize school property or other public or private property or robbing or attempting to rob a person or persons;
16. **False Statement** Knowingly making false statements or knowingly submitting false information during the investigation of complaints of bullying, discrimination, harassment or sexual harassment.
17. **Vandalism** including arson and/or the intentional or reckless cause of, or attempt to cause, damage to school, private or public property;
18. **Plagiarism** or use or copying of the academic work of another individual or of a large language model or artificial intelligence and presenting it as the student's own work without proper attribution;
19. **Profanity** including obscene or profane language or gestures;
20. **Insubordination** including defiance of school rules and refusal to comply with a reasonable directive from school staff, law enforcement authorities, school volunteers, or any disruptive classroom behavior. Refusal to comply with a referral to the school nurse is considered insubordination. A school may prohibit possession of water bottles or other containers;
21. **Participating in a Demonstration** that disrupts the educational process including any other violation of school rules, policy, or regulation or a series of violations, which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property;
22. **Smoking** Use of e cigarettes or other facsimiles is included as a violation. Including e-cigarettes, electronic cigarettes and "vaping;"
23. **Gambling**
24. **Tardiness or Unexcused Absences** including an accumulation of offenses such as school and class tardiness; cutting class, study hall, or shop activity; failure to attend detention; or leaving school grounds without permission, which includes signing out without administrative approval, failing to report to or remain in an assigned area, or participating in an unauthorized "skip" day;
25. **Kidnapping** or abduction including seizing, transporting, or detaining a person or minor without the consent of his/her parent or guardian against their will whether by force or fraud;

26. **Blackmail** including the extortion of money or other valuables from a threat of exposing a criminal act or other discreditable behavior;
27. **Homicide**
28. **Counterfeiting**
29. **Cheating**
30. **Forgery**
31. **Joint Venture** Participating in a joint or cooperative venture to commit conduct that violates school rules, including participation in a fight or riot;
32. **Violation of a Health or Safety Rule**
33. **Series of violations** of school rules which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property;
34. **Violation of Law or Regulation** Any act prohibited by a federal, state or municipal law or regulation, including regulations of local and state health departments, which would indicate that the student presents a danger to any person in the school community or to school property.

IV. Procedures Governing Exclusion

A. Removal

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

B. Suspension

1. Unless an emergency situation exists requiring the student's immediate removal, no student shall be suspended prior to having an informal hearing before the principal or his/her designee at which time the student will be informed as to the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
2. In determining the length of a suspension period, the principal or his or her designee may receive and consider evidence of past disciplinary problems that have led to removal from a classroom or shop, suspension or expulsion of such student.
3. By telephone, the principal or his/her designee shall make all possible attempts to immediately notify the parent or guardian of the student about the suspension and state the cause(s) leading to the suspension and offer an opportunity to discuss it. If the parent or guardian cannot be contacted, the student shall be kept in the school and sent home at the regular dismissal time.
4. Whether or not telephone contact is made with the parent or guardian, the principal or his/her designee shall forward a confirming letter to such parent or guardian to the last address

reported on school records (or to a newer address if known) offering the parent or guardian an opportunity for a conference to discuss the same.

5. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four hours of the time of the institution of the suspension.
6. Notice of the original suspension shall be transmitted by the principal or his/her designee to the Superintendent of schools or his/her designee by the close of the school day following the commencement of the suspension.
7. If a student is eighteen years of age or older, any notice required by this policy shall be given to the student and to the parent as well.
8. Any student who is suspended shall be given an opportunity to complete any work including but not limited to, examinations which such student missed during the period of his or her suspension, in accordance with the school's general make-up policy.
9. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school.
10. The decision of the principal or his/her designee with regard to disciplinary actions up to and including suspensions shall be final.
11. During the period of suspension, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities.
12. No student shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing by the Superintendent or his or her designee.

C. In-School Suspension

1. No student shall be placed in in-school suspension prior to having an informal hearing before the principal or his or her designee at which time the student will be informed as to the charges and given an opportunity to respond.
2. By telephone, the principal or his or her designee shall make all possible attempts to immediately notify the parent or guardian of the student about the in-school suspension and state the cause(s) leading to the suspension and offer an opportunity to discuss the same.
3. Whether or not telephone contact is made with the parent or guardian, the principal or his or her designee shall forward a confirming letter to such parent or guardian to the last address reported on school records (or to a newer address if known) within twenty-four hours of the time of the institution of the in-school suspension.
4. If a student is eighteen years of age or older, any notice required by this policy shall be given to the student and to the parent as well.

5. No student shall be placed in in-school suspension more than fifteen times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing by the superintendent or his or her designee.

D. Expulsion

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

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

- H. If the superintendent has determined that an emergency exists, then the student may be excluded until the Impartial Hearing Officer renders a decision, however the student must be provided with an alternative education program on the 11th day.
- I. An expelled pupil may apply for early readmission to school. Such readmission shall be at the discretion of the superintendent. The superintendent, as appropriate, may condition such readmission on specified criteria.
- J. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by CTECS. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- K. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by CTECS or the local or regional board of education for such offense under subdivision (1) of this subsection, CTECS or the local or regional board of education for the school district to which the student is returning shall allow such student to return and may not expel the student for additional time for such offense.
- L. Whenever a pupil against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision rendered, notice of the pending expulsion hearing shall be included on the pupil's cumulative educational record, and the Impartial Hearing Board shall complete the expulsion hearing and render a decision.

V. Policy Regarding Mandatory Expulsions

- A. In accordance with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Connecticut Technical Education and Career System to expel a student for one full calendar year when there is reason to believe that any student:
 - a. on school grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. § 921, as amended from time to time, or was in possession of a deadly weapon, dangerous instrument or martial arts weapon, as defined in Section 53a-3 of the Connecticut General Statutes;
 - b. off school grounds, did possess such a firearm in violation of section 29-35 of the Connecticut General Statutes, or did possess and use such a firearm, dangerous instrument or martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or,
 - c. on or off school grounds, offered for sale or distribution a controlled substance, as defined subdivision (9) of section 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Sections 21a-277 and 21a-278.
- B. The Hearing Officer may modify the term of expulsion on a case-by-case basis.

VI. Alternative Educational Opportunity

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

VII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services Under the Individuals with Disabilities Education Act

A. Suspension of students with disabilities

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

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

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

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

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

- misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
- ii. If the PPT finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommended expulsion suspension of greater than ten (10) days.
- iii. During any period of expulsion or suspension of greater than ten (10) days per school year, the administration shall provide the student with an alternative educational placement in accordance with the provisions of state and federal law.
- iv. The special education records and disciplinary records of the student must be provided to the Impartial Hearing Board.

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

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

1. Carried a **dangerous weapon** to or possessed a dangerous weapon, as defined in 18 U.S.C. § 930(g)(2), as amended from time to time (device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length), on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used **illegal drugs** or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity.
3. Has inflicted **serious bodily injury** upon another person while at school or at a school-sponsored activity. For the purpose of this provision, serious bodily injury means bodily injury which involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

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

VIII. Procedures Governing Expulsions for Students Identified as Eligible for Educational Accommodations Under Section 504 of the Rehabilitation Act of 1973

- A. Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 ("a Section 504 Student") who has violated any rule or code of conduct of the Connecticut Technical Education and Career System that applies to all students, the following procedures shall apply:
 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The school shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the administration shall not proceed with the expulsion. The 504 team shall consider the student's misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommended expulsion.

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

1. Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities. School personnel may transfer a student with a disability to an appropriate interim alternative educational setting for not more than forty-five calendar days if the student:
2. Was in possession of a dangerous weapon, as defined in 18 U.S.C. § 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
3. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity.

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

If an expulsion hearing is pending and the student withdraws from school after notification has occurred but before the hearing has been completed, the impartial hearing panel must complete the hearing and render a decision. The notice and decision must be made part of the student's educational record.

If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from the school pending completion of the expulsion hearing unless an emergency exists, as defined in Section I. The Connecticut Technical Education and Career System shall retain the authority to suspend the student or to conduct its own expulsion hearing

IX. Records/Reporting

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

X. Early Readmission to School

An expelled student may apply for early readmission to school. The authority for readmission decisions rests with the Superintendent of Schools. The parent/guardian or student desiring readmission to school

shall direct such a request to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests and may condition readmission on specified criteria.

Detention Procedures

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

Parental requests for postponement of a detention date will be considered if the request is made in writing to the principal or an assistant principal stating the specific reason for the postponement. Student employment is not a valid reason for postponement of a detention.

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

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

Search and Seizure

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

If there is reasonable suspicion that a CTECS student while on school property or at a school sponsored event is in violation of any laws or school rules, the school administration is authorized to conduct a search of the individual's person, personal property or assigned lockers and other school property with or without the express permission or knowledge of the student or the student's parents. Prior notice to the student is recommended but not required.

A search of a student's person or effects may be conducted only if there are **reasonable grounds at the inception of the search** for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school (including but not limited to possession of a weapon, contraband or fruits of a crime or other materials in violation of school policy or state law). Moreover, **the scope of the search shall be reasonably related to the objectives of the search** and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

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

1. There shall be a minimum of two staff persons present whenever a search is conducted;
2. Each year, at the beginning of the school year, the principal will identify staff that is authorized to search students or their personal property or assigned property and a list of such persons will be maintained in each school;
3. The superintendent will provide such persons with annual training on how to conduct a reasonable search;

4. Such persons may search students or their property, when they have reasonable suspicion that a student is carrying some form of dangerous weapon, drugs or anything that may be perceived as illegal, or in violation of school rules;
5. Searches shall be limited to a student's locker, desk, workbench, toolbox, purse, book bag, backpack, pockets, phone, electronic devices or outerwear;
6. A more intrusive search is normally not permitted. Under no circumstances shall school district personnel conduct a "strip" search of a student;
7. School student parking passes or permits provide the school with permission to search vehicles on school property.
8. If a school administrator concludes that a more intrusive search may be necessary, the student's parent should be called, and the situation should be reported to the police who shall be responsible for any further search;
9. Teachers in the normal function of their responsibilities may retrieve visible items and materials from students that are in violation of school rules;
10. If a reasonable search has been conducted and items or materials that are illegal or violative of school rules are discovered, the items or materials may be seized; and
11. A log shall be maintained in each school indicating whenever a search has been conducted, who conducted the search, who was searched, the basis for the search and the outcome.

In order to deter the possession, use or distribution of drugs on campus, periodically, a detection dog from the Connecticut State Police K-9 Unit or similar law enforcement agency, may be brought on to school grounds.

Inspection of Lockers and Other School Property

1. Desks, lockers, workbenches, Chromebooks, computers and other such property owned by the school district are provided for use by students solely to support the educational experience. Although students are given use of these items, the school retains access and control of all school property and may inspect these items and the interior condition of desks and lockers for proper maintenance, health, safety and other administrative purposes.
2. Students should have no expectation of privacy in the use of any school property.
3. In order to maintain health and safety standards, school property is periodically subject to inspection by school officials. Inspections of school property may be accomplished with or without advance notice to students.
4. The purpose of the inspection of lockers and other school property is to assure the proper use and maintenance of the property in accordance with established rules.

5. In order to facilitate inspection, the school administration shall provide the locking mechanisms for all school property and maintain the lock combination or master key.
6. Conspicuous notice shall be provided to all students that lockers, desks, workbenches and other spaces are school property and shall be inspected from time to time with prior written or posted notice given by the school.
7. It should be noted that the inspection of school property does not include the search of personal property contained in the locker (such as purses, clothing pockets, book bags).
8. School officials may not use periodic inspections of school property as a pretense to search an individual student's locker or desk.
9. However, contraband found in plain view during the inspection may be seized, and the student may be subject to disciplinary procedures.

Public Display of Affection

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

Student Dress and Grooming Including Uniforms

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

Students must be properly dressed and groomed in order to promote a positive, safe, and non-disruptive learning environment. Students are prohibited from wearing clothing or other items that interfere with the learning process, are disruptive, are unsafe, or that are contrary to law. Without limitation, the following are examples of attire that is prohibited from wear in the school buildings during the academic school day or at school-sponsored activities:

1. Coats, jackets or other attire normally worn as outerwear;
2. All head coverings of any kind, including, but not limited to scarves, bandanas, masks, kerchiefs, athletic headbands, hats or caps, unless it is worn for bona fide religious reasons; or is considered to be a protective hairstyle. The term "protective hairstyle" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs. Notwithstanding the foregoing, health and safety concerns take precedence;
3. Footwear that damages or marks floors or that is a safety hazard, including backless shoes, flip-flops and toeless shoes, crocs, heelies or slippers;
4. Sunglasses, unless required by a doctor's order;
5. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article or attire with spikes or studs attached;
6. Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products or alcoholic beverages;

7. Attire that can create a hostile school environment or disrupt the educational process such as clothing with harassing symbols, pictures or vulgar, illegal, racial, sexist, or other discriminatory viewpoints which denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual preference or disability;
8. Gang-related attire, including, but not limited, to gang colors, jewelry, emblems, badges, symbols, signs, or other insignia which are evidence of membership in or affiliation with a gang;
9. Clothing that is overly revealing, including, but not limited to shirts and/or blouses that reveal the abdomen, chest, or undergarments; tank-tops; see-through clothing; shorts (mid-thigh shorts are acceptable); miniskirts; or pants that reveal the navel, upper thigh or undergarments. Underwear must be covered. Cleavage must be covered; and
10. All pants must fit and be properly fastened. Students shall not wear pants that when fastened, sag or fit below the natural waist. No sweatpants.

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

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

Student Academic Uniforms

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

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

Display of Disruptive Symbols

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

No Smoking or Vaping on School Grounds

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

Cannabis

The disciplinary consequences for the possession, use or sale of cannabis shall be consistent with and no greater than the disciplinary consequences for the possession, use or sale of alcohol.

Motor Vehicles on Campus – Student Use

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

1. All requests for student parking privileges must be accompanied by proof of proper licensing;
2. If a student's licensing status changes the student must inform the principal;
3. The only automobiles that will be allowed to park on the school grounds, in the area designated for students will be those that have been issued permits
4. A permit will be valid only for the car that it is assigned to;
5. A student who requests a permit to park on school property must agree to allow the vehicle to be searched if deemed necessary by a school administrator;
6. If a student brings any motor vehicle upon school premises school officials may presume consent by the student, parent or guardian, or owner of the vehicle to a search of that motor vehicle;
7. The principal may request a law enforcement officer to search a motor vehicle on school premises;
8. Permits will be for the academic year only, or a shorter period if deemed necessary by the school administrator;
9. Any car found on the school parking lot without a permit may be towed away at the owner's expense;
10. Upon arrival at school students are not to remain in student cars, but are to come directly into the building;
11. Any student abusing the permit privilege will have the permit revoked; and
12. Grounds for revocation of permits include but are not limited to the following:
 - Driving at an excessive speed on school grounds;
 - Reckless or dangerous driving on school grounds;
 - Leaving school grounds without permission;
 - Failure to park in the area designated for students;
 - Loitering of students in cars;
 - Failure to maintain a satisfactory level of scholastic achievement, attendance, punctuality, and general attitude;
 - Refusal by a student, parent or guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the motor vehicle; and
 - Possession of alcohol or drugs on campus.

Student Achievement Intervention Lab (SAIL) - A Restorative Approach

The Student Achievement Intervention Lab (SAIL) is a supportive space designed to help students reflect on their behavior, repair harm, and re-engage with their learning community. Rather than simply serving as a consequence for challenging behavior, SAIL promotes growth, accountability, and restoration through structured support, reflection, and re-education.

SAIL supports students who may be experiencing challenges that impact their behavior or academic engagement. The goal is to help students understand the connection between their choices, relationships, and academic success while fostering self-awareness, empathy, and positive decision-making.

The SAIL program integrates three key components—**restorative reflection, academic support, and personal guidance**:

- **Restorative Reflection:** Students engage in structured dialogue to explore the impact of their actions on themselves and others. This includes identifying root causes of behavior, understanding the school community's expectations, and developing strategies for repairing harm and restoring trust.
- **Academic Support:** Students receive help with current and missed academic and trade assignments to maintain their progress and strengthen their commitment to learning. Academic success is seen as a critical part of restoring a sense of purpose and belonging.
- **Personal Guidance, Re-education, and Reintegration Planning:** Students assigned to in-school suspension will meet with staff to reflect on the incident that led to their time in SAIL. Also, students are given instructional lessons on safe school behaviors and social emotional learning (SEL). This process helps prepare students for a successful and respectful return to their school community.

Section 8:

Substance Abuse Rules and Guidelines

Rules and Regulations

A student who on school grounds, during a school session, or anywhere at a school-sponsored activity is under the influence of alcohol, drugs or mood altering substance or possesses, uses, dispenses, sells or aids in the procurement of alcohol, narcotics, restricted drugs, mood altering substances, or any substance purported to be a restricted substance or over the counter drug, shall be subjected to discipline pursuant to the provisions and procedures outlined in CTECS' Policies. The disciplinary consequences for the possession, use or sale of cannabis shall be consistent with and no greater than the disciplinary consequences for the possession, use or sale of alcohol.

School Guidelines

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

Definition of Terms

Drug/ Mood Altering Substance/Alcohol shall include any alcohol or malt beverage, a drug listed as a controlled substance, chemical, abused substance or medication for which a prescription is required under law, and/or any substance which is intended to alter mood. Examples include, but are not limited to: beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look alike substances and any capsules or pills not registered with the nurse, annotated within the student's health record and given in accordance with the district policy for the administration of medication to students in school.

MTSS Team is a multi-discipline team composed of school personnel (teachers, staff, administration, nurses, and counselors). This team has been trained to understand and work on the issues of adolescent chemical use, abuse, and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy.

Referral Agency/Facility is any agency/facility licensed by the State of Connecticut to provide drug and alcohol assessment.

Drug/Alcohol Assessment is an evaluation to determine a student's condition relative to the use of drugs/alcohol and recommendations for corrective action.

Distributing is to deliver, sell, pass, share or give any alcohol, drug, or mood altering substance, as defined by this policy, from one person to another or to aid therein.

Drug Paraphernalia includes any utensil or item that in the school's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include but are not limited to roach clips, pipes, and bowls.

Student is any individual enrolled as a full time student in grades 9-12 in a Connecticut Technical Education and Career System school.

Part-Time Student is any individual enrolled as a part-time student in grades 9-12 in a Connecticut Technical Education and Career System school.

Post-Secondary Student is any individual not in grades 9-12 enrolled as either a full-time or part-time student in a Connecticut Technical Education and Career System school.

Non Student is any individual not enrolled in grades 9-12 or a post-secondary program in a Connecticut Technical Education and Career System school.

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Section 9:

Health Office Policies and Safety Procedures

Health Room Procedures

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

When a student becomes seriously ill or injured, the parent /guardian will be notified immediately. If the parent /guardian cannot be reached, the nurse will notify administration of the situation and will proceed to follow the instructions as listed on the student's PowerSchool page.

Emergency Contact Numbers and Medical Information

All Emergency Contact and Medical Information can be found on the student's PowerSchool Page.

Release from School Due to Illness/Injury

When a student becomes ill in school and must be sent home, a parent or responsible person designated by the parent must provide transportation and accept responsibility for the student. If a person so designated by the parent or guardian is not on file with the school, the school must be provided with written permission from the parent or guardian. Written permission may be provided through the parent or guardian's email address as registered in PowerSchool. If the student is eighteen or older, parent or guardian permission for the designated person is not required. A student may not leave school due to illness or injury without first reporting to the nurse or a school administrator. Student absences without consultation with the nurse or an administrator will be considered an unexcused or unauthorized absence or dismissal.

Students who walk, drive or travel by public transportation to school will only be released by these methods with the approval of the school nurse, an administrator, and the parent/guardian (if under eighteen). The school nurse or administrator may deny dismissing a student who intended to walk, drive, or travel by public transportation if the student is at risk for medical complications or may not be able to travel safely home. Examples of a student at risk for medical complications or who may not be able to travel safely home include, but are not limited to, a student with fever, head injury, breathing difficulties, severe injury, dizziness and vomiting.

Uber Transportation

If a parent/guardian of a minor child (under age 18) wishes to have their child picked up from school via Uber or similar ride-hailing service, the following guidance shall be followed:

1. The parent must send written confirmation from the email address on file, stating that they give permission for their minor child to be picked up by a specific Uber driver. The parent must include the full name of the Uber driver they contacted. They will also be informed that the school will not release the student to anyone who is not specifically named by the parent. The named driver will be required to show identification at pickup.

2. The parent will be informed by the school nurse/administration if the student's illness could result in the student fainting or becoming unusually vulnerable during the Uber transportation. The parent will confirm that they still want the student to be picked up by Uber.
3. The School Nurse will document this information in the student's Electronic Health Record (EHR).

Students should not be sent to school when ill solely for the purpose of obtaining an excused dismissal from the school nurse. Not only is this detrimental to the student's wellbeing, but poses the potential for the spread of infection to staff and students.

Cell Phone Use in the School Health Office

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

Administration of Medication

Please note: Acetaminophen (generic Tylenol) and Ibuprofen (generic Advil/Motrin) are not included as part of the CTECS' Nurse Standing Orders. If a parent wishes their student to receive either of these medications, the parent will need to obtain a physician's order from a Primary Care provider/licensed prescriber indicating such. As, with all other orders, the order will be valid for the calendar school year, unless otherwise indicated by the prescriber. The school nurse will stock the standard doses of Acetaminophen (325 mg) and Ibuprofen (200 mg). Primary Care provider/licensed prescriber orders may send Acetaminophen/Ibuprofen orders to the school by fax transmission.

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

The ordering health care provider, the school nurse and parent will determine the student's ability to safely self-administer medication. The ordering healthcare provider and parent/guardian must sign the permission to self-administer statement on the Medication Administration Form.

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

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

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

Use of Sunscreen Products By Students

Students may possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity as long as a parent/guardian has provided written authorization. Individual sunscreen situations will be reviewed with the student's parent/guardian and PCP. Students who are age eighteen or older are not required to have the authorization of a parent or guardian.

Health Counseling

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

Tobacco Use and Vaping

Tobacco use and vaping is more than a discipline issue; it is an addiction issue. Research demonstrates that school-aged children can more quickly become dependent on nicotine and other chemicals found in these products as well as long term health issues than do adults. CTECS is committed to employing restorative practices to address tobacco and vaping-related policy infractions and concerns.

Students with Chronic Medical Condition Orders

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

Students with Life Threatening Food Allergies

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

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

CTECS' Plan for Managing Life-Threatening Food Allergies (policy 2001) is available on the [policy and resource section district's website](#).

Care of the Student With Diabetes, Type I

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

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

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

Glucagon Administration

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

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

It is the parent or guardian's responsibility, with the advice and consent of the student's physician, to determine the necessity for a glucagon order during the school day. The parent or guardian is expected to consult the student's physician prior to the beginning of each school year. The following guide questions should be considered when consulting the student's physician:

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

Please remember that many students in our program regularly travel off school grounds with their instructors to job (production) sites and if your student has a glucagon order the law requires us to send personnel capable of administering glucagon with your student to all job sites (with the exception of work based learning program sites). Please contact your student's school nurse with any questions.

Communicable Diseases

A student with a communicable disease that is easily transmitted in the school setting, such as influenza, Covid-19, chicken pox, measles, mononucleosis, head lice, scabies, conjunctivitis, impetigo, and ringworm, etc., may be excluded from school by the school nurse and directed to see his/her health care provider. The nurse, in the case of a communicable disease that is easily transmittable in the school setting, may request a health care provider's written statement that the student is cleared to return to school. Students and staff who appear to have an influenza-like illness or other highly communicable illness upon arrival to school or who become ill during the day will be promptly moved to an area in the health office where they are separated from other students and staff.

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

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

Injuries/Accidents

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

Temporary Use of Crutches or Wheelchair in School and Shop

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

The parent/guardian will provide the school nurse with documentation from an MD, PA or APRN stating anticipated duration of crutch/wheelchair use, medical orders, activity restrictions (per the CTECS Activity Restriction Form) including PE and sport restrictions, necessary accommodations (i.e. elevator use, assistance to and from classes).

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

Immunization Requirements

In accordance with Connecticut State Law, immunization requirements for enrolled students in CTECS requires that all students be successfully immunized for grades 9-12 as follows:

- **Hep A:** 2 doses, second dose must be administered at least 6 months after the first dose
- **Hep B:** 3 doses, last dose on or after 24 weeks of age
- **Tdap/Td:** 1 dose for students who have completed their primary DTaP series. Students who start the series at age 7 or older only need 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap.
- **Polio:** At least 3 doses. The last dose must be given on or after the 4th birthday.
- **MMR:** 2 doses separated by at least 28 days, 1st dose on or after 1st birthday
- **Varicella:** 2 doses separated by at least 3 months – 1st dose on or after 1st birthday; or verification of disease. 28 days between doses is acceptable if the dose has already been administered.
- **Meningococcal:** First dose age 11-12, booster dose age 16

If two live virus vaccines (MMR, Varicella, MMRV, and Intranasal Influenza) are not administered on the same day, they must be separated by at least 28 days (there is no 4 day grace period for live virus vaccines). If they are not separated by at least 28 days the vaccine administered second must be repeated.

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

Verification of Varicella Disease

Confirmation in writing by an MD, APRN, or PA that the student has a previous history of disease, based on family or medical history must be provided.

Lab Confirmation of Immunity

Lab confirmation of immunity is only acceptable for Hep A, Hep B, Measles, Mumps, Rubella and Varicella.

Exemptions to Immunization Requirements

A student who fails to provide proof of required immunization shall be excluded from school pending compliance *unless* the student:

- (1) is homeless (allow enrollment and refer to homeless liaison to assist with compliance);
- (2) has provided a medical certificate in a form prescribed by the Commissioner of Public Health from a physician, physician assistant, or APRN stating that such immunization is medically contraindicated because of the physical condition of the child;
- (3) has demonstrated that immunization is in progress (received a dose of each required vaccine in the month prior to enrollment and continues on the catch-up schedule); or
- (4) has provided proof that prior to April 28, 2021, the parents/ guardians presented a statement that such immunization is contrary to the religious beliefs of the student or parents/ guardians and that such statement was properly acknowledged by (a) a judge of a court of record or a family support magistrate, (b) a clerk or deputy clerk of a court having a seal, (c) a town clerk, (d) a notary public, (e) a justice of the peace, (f) an attorney admitted to the bar of Connecticut, or (g) a school nurse. The religious exemption is only available to students who presented this information to an elementary or secondary school in Connecticut prior to April 28, 2021. In order for a student to continue to claim a religious exemption, the statement must contain all legally necessary components and be dated prior to April 28, 2021. Statements that fail to do so are legally invalid and may not be used as a basis for the religious exemption.

Mandatory Health Assessment

State law requires student health assessments to be completed for enrollment in a CTECS school. The immunization update and health assessment are required by the end of the freshman year.

CTECS will provide access to a free health assessment to any student whose parents or guardians meet the eligibility requirements for free and reduced-price meals under the National School Lunch Program or for free milk under the special milk program. CTECS may partner with various community agencies to make this free exam available to qualified students. CTECS works with several different community health providers to offer School Based Health Centers (SBHCs) in many of the schools across the district. It is the responsibility of the parent or guardian to request this service, in writing.

Oral Health Assessment

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

Vision, Hearing and Postural Screenings

In accordance with Connecticut state statutes, mandated screenings shall be conducted by the school nurse in the following grades:

- **Vision Screening:** Annually for distance in Kindergarten and grades 1, 3, 4 and 5
- **Hearing Assessment Screening:** Annually in Kindergarten and grades 1, 3, 4 and 5
Hearing screening is also required as part of the Health Assessment Record in Kindergarten, grades 6 or 7 and grade 10 or 11.

- **Postural Screening:** Males: Grades 8 or 9, Females: Grades 5 or 7

Pesticide Applications

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

- A description of the name of the active ingredient in the pesticide being applied;
- The target pest;
- The location of the application; and
- The name of the school official who may be contacted for further information.
- A record of pesticide applications at a school during the prior year is also maintained.

Safety

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

Safety glasses or prescription safety glasses must be worn in all specified areas. (Safety lenses or prescription safety glasses must have a minimum thickness of 3.0 millimeters, monogrammed with Z87.1 or Z87+ etched into the lenses, have side shields, and mounted in a safety frame).

Student Insurance

All student athletes participating in school-sponsored, interscholastic, intramural and club sports are covered by insurance at no cost to the student. The student insurance may also cover other activities such as band, gym, one-day field trips and non-sport extracurricular activities. The athlete's family insurance policy is the primary carrier for any medical costs incurred as a result of injuries. This policy covers only the portion of the cost not picked up by the student's own insurance. When a student injury occurs during one of the covered activities, the insurance claim process should be started immediately.

One portion of the claim form must be completed by a representative of the school. This can be the coach, an administrator or staff supervising the activity at the time of the injury. The parent or guardian is responsible for completing the remainder of the form and submitting it to the insurance company.

Student Transportation Vehicle Rider's Rules

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

Guidelines have been established for the use of the STV:

- Each student is to be assigned a seat while on a STV.
- Students are responsible for the seating area of the STV assigned to them.

- The school administration and staff may conduct an inspection of an STV to maintain the integrity and security of the STV.
- Students may be assessed damage to equipment or materials. In accordance with the state law, the school reserves the right to withhold grades, transcripts or report cards until the student pays for the damaged content on the (STV). However, the school district will not withhold a transcript from a college or other secondary school to which the student has applied.

Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions.

Fire and Crisis Drills

CTECS uses several standardized emergency response categories to ensure the safety of students and staff. These are:

- **Lock down**
Used when there is an immediate threat inside the building. All classroom doors are locked, lights are turned off, and students remain silent and out of sight.
- **Secure School**
Used when there is a potential threat outside the building. Exterior doors are locked, and no one is allowed to enter or leave the school. Inside, classes continue as usual.
- **Evacuate**
Used when it is safer to be outside the building than inside, such as during a fire or gas leak. Staff and students exit the building using designated routes and gather at assigned locations.
- **Safety Hold**
Used to clear hallways during a medical emergency, altercation, or other situation where movement in the halls must be limited. Students remain in their current classrooms and continue with normal activities.
- **Shelter in Place**
Used during environmental or weather-related emergencies (e.g., tornado, chemical spill). Students take shelter within the building in designated safe areas, away from windows or external doors.

These drills are conducted regularly and should always be taken seriously. Teachers will review the procedures and guide students during drills or actual emergencies. During all situations, students must follow directions and remain with their assigned group under staff supervision.

School-Based Health Centers

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

Most SBHCs are staffed by an Advanced Practice Registered Nurse (APRN). SBHCs do not replace the care that your student receives from his/her regular health care provider and goes beyond the services that the school nurse and other school student support staff can provide. The SBHC staff will

communicate with and coordinate your student's care with your student's regular health care provider. If your student does not have a regular health care provider, the SBHC can serve as your student's primary health care provider. SBHCs are linked to other health centers in the community where your student (and your family) can obtain services when school is not in session, if you choose.

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

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

Please feel free to call the SBHC in your student's school for more information.

Claims for Monetary Damages

CTECS has student insurance that covers injuries that occur during certain school sponsored activities outside the classroom. CTECS is part of the State of Connecticut and as such, is protected by sovereign immunity. Sovereign immunity provides that the state cannot be sued for monetary damages. However, if someone wishes to file a claim for monetary damages against CTECS or one of CTECS' schools, the claim may be made to the Office of the Claims Commissioner. Claims must generally be filed within one year of the incident. To file a claim, directions and necessary forms may be obtained from the [Office of the Claims Commissioner's website](#).

Section 10:

Organizations, Clubs and Extracurricular Activities

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

Any student failing his/her career pathway program is ineligible;

A student must maintain a GPA of 70 to be eligible; and

When a student is academically ineligible at the end of the first or second marking period, a review can be conducted at the mid-point of the next marking period. He/she can obtain a form from their advisor and have it signed by all of his/her teachers to show that all courses are being passed for the year (not just the marking period) then that student could be classified as eligible once again. Students must be in good standing to be an officer of any club or organization. This includes good attendance and minimal tardiness or early dismissals.

Student Activity Program

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

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

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

Any student failing his/her career pathway program is ineligible.

No student may fail more than one full-credit course (math, science, English, social studies) and one partial-credit (physical education, art, health, computer) course and be eligible.

CIAC “Class Act” Sportsmanship Standards

CTECS has opted into the Connecticut Interscholastic Athletic Conference (CIAC) “Class Act” school standards to promote sound sportsmanship principles in our schools.

Expectations of All Spectators (Including Parents and Family Members)

1. Adhere to the host school’s acceptable dress code at all home and away contests commensurate with classroom behavior. For CIAC tournament contests all spectators will be appropriately attired with their torso completely covered and with no visible degrading or demeaning writings/logos.
2. Any signs must be positive in nature, reference only the school supported by the sign maker, and must be pre-approved by the athletic director of the school referenced in the sign.
3. During outdoor sports, no air horns or horns of any kind or whistles will be used, and any other noisemakers will be allowed with the host athletic director’s approval and only be used during “dead ball” situations to celebrate good play.
4. During indoor sports, no noise makers will be used. Pep bands are allowable at a home contest if the school provides adult supervision and the band only plays during “dead ball” situations.

5. Spectators will cheer positively to support their team, and will not cheer negatively against the opponent. (Schools and leagues may adopt a “No Negatives, No Names, No Numbers” slogan.)
6. Spectators will show respect for the game officials and their decisions.
7. Spectators will show respect during the playing of the National Anthem.

Expectations of Game Personnel and Announcers

1. Explain and consistently reinforce host school expectations for spectators.
2. Remain enthusiastic but not show favoritism while making announcements, and never publicly question or criticize the players, coaches, or officials.
3. Encourage respect for the National Anthem and remind spectators to remove caps and stand.

Responsibility of Coaches

1. Exemplify high moral character, behavior and leadership, lead by example, and set a standard for players and spectators to follow both on and off the athletic arena.
2. Teach players the rules of the game and to respect the game, and take action when athletes exhibit poor sportsmanship.
3. Teach students to respect their opponents and not demonize their opponents.
4. Adhere to the CIAC guidelines for coach/official communication.
5. Be aware of the competitive balance of contests and manage the score in a manner that is sportsmanlike and respectful of opponents.
6. Teach players about personal responsibility and character using teachable moments.
7. Prepare your team for adverse and emotional situations that come up during their sport and how players should conduct themselves during those moments.

Responsibility of Athletes

1. Accept the responsibility and privilege the student-athlete has in representing their school and community by learning and showing teamwork, sportsmanship and discipline in all aspects of the game.
2. Conduct themselves responsibly during adverse or emotional situations.
3. Demonstrate respect for self, coach, teammates, opponents, officials and spectators by exhibiting good character and conducting themselves as a positive role model.
4. Win and lose graciously.
5. Cheer for your team, not against your opponent.
6. Congratulate opponents in a sincere manner following either victory or defeat.
7. Refrain from taunting opponents.

Athletics Eligibility Requirement for Participation in Interscholastic Sports

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

Sudden Cardiac Arrest and Concussion Informed Consent

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

CTECS determines a student athlete's eligibility based on the official receipt of the previous marking period's report card. CTECS adheres to C.I.A.C. Eligibility Rules and those listed below:

A Student Is Not Eligible:

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

If he/she failed the career pathway program at the end of the last marking period. The final average grade in career technical education determines fall eligibility. (Rule I.D.);

If he/she has failed more than one full-credit course (i.e. math, science, English, social studies) and one partial-credit course (i.e. art, health) at the end of the last marking period, the final academic grade averages determine fall eligibility. (Rule I.D.)

If he/she has failed physical education. (CTECS Rule);

To start a sport during a season in which his/her twentieth (20th) birthday falls. The season is from the first allowable play date until the posted date of the state championship in that sport;

For 30 calendar days if he/she has changed schools without a change of legal residence provided both the receiving and sending school Principals sign a Transfer Waiver Form attesting that the student, to the best knowledge of the Principals, did not transfer for athletic reasons. (Rule II.C.);

If he has consecutive semesters, or four consecutive years of eligibility from the date of initial entry into ninth grade. A student may not participate in a specific school sport for more than four seasons in grades 9-12.;

If he/she plays or practices with an outside team in the same sport while a member of the school team after the first scheduled game in any season (Rule II.E.). The exceptions to Rule II.E shall be:
Participation in parent/child tournaments and caddie tournaments.

Tennis and gymnastics - a pupil may practice, but not compete, with a non-C.I.A.C. team during the season, not to exceed three (3) hours per week;

If he/she plays under an assumed name on an outside team. (Rule II.7); and

If he/she receives personal economic gain for participation in any C.I.A.C. sport. (Rule II.F.)

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

Cheerleading

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

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

Medical Requirements for Participation in Interscholastic Sports Activities

Before the student will be allowed to practice and/or compete in any interscholastic sport activity, a physical exam, including the health care provider's medical release to participate in athletics, must be on file in the office of the school nurse.

Sports physical exams are to be returned directly to the School Nurse. The sports physical examination is valid for thirteen months from the date of the previous sports' physical exam.

School officials will make reasonable accommodations to enable students with disabilities to participate in school-sponsored athletic activities.

Participation in School Activities/Absence

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

National Honor Society

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

National Technical Honor Society

The National Technical Honor Society (NTHS) is the primary honor organization for students enrolled in Career and Technical Education (CTE) and trade programs across the United States. Once selected, members have the responsibility to continue to maintain the standards. Contact your school for more details.

Rho Kappa National Social Studies Honor Society

Rho Kappa Social Studies Honor Society is a national organization for high school juniors and seniors recognizing excellence in the field of Social Studies. Rho Kappa provides national recognition for outstanding students and encourages an interest in, understanding of, and appreciation for, Social

Studies. Students who have successfully completed 2 years of social studies and meet a minimum 3.0 GPA may apply. The application process requires candidates to show participation in activities that demonstrate civic engagement in school or community and their desire and aspiration to be a member of the organization. Applicants must have a letter of recommendation from a current faculty member. Selection of eligible students and their election to the organization shall be determined by the faculty sponsor, faculty selection committee, and the high school administration. Candidates must meet the GPA, social studies course completion requirements and the application requirements listed above.

Class Organizations

Each class elects four officers for the year: a president, vice president, secretary and treasurer. The class officers meet with faculty advisors to plan social functions for their class. They may sponsor dances, talent shows etc.

SkillsUSA

SkillsUSA prepares America's high-performance workers. It provides quality education experiences for students in leadership, teamwork, citizenship and character development. Visit the [SkillsUSA Connecticut website](#), or contact your school for more information.

Student Council

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

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

Membership is as follows:

A minimum of sixteen (16) members with representation from each grade shall be selected in accordance with the by-laws and Policy and Procedures for the Student Activity Program. Student Council members shall be determined by the 30th of September in the school year; and

Proms

A school dance or Prom is an extra-curricular school-sponsored event. Attendance at extracurricular activities is a privilege and students as well as guests are expected to comply with all school rules. In addition, activities at such events must be approved by the school administration in advance of the event and standards may be imposed regarding dress.

Rules Regarding Guests

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

Rules Regarding Attendance

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

Yearbook Guidelines

Initial review of content, page, and final proof review is completed by the yearbook advisor, assigned review committee, and school principal. Appropriate pictures and text included should follow CTECS and school policies. For example:

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

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

Work-Based Learning

Work-Based Learning (WBL) is a part of the CTECS Student Workforce that allows students to work for an employer, during their trade instructional time. Students not only receive credit toward their career technology, but also get paid. Through partnerships with local companies, students gain hands-on career development experiences that will help them through the transition from school to work and give them an advantage in the competitive workforce.

WBL is offered in the trade/technology cycle to include and supplement the instruction scheduled during the school day. Students are allowed a maximum release from school time based on being either a junior or senior student. The experience may legally extend beyond the school hours. The student's shop grade reflects input from the employer and the release time from school replaces the credit bearing time in the shop or at a production site. Also included in the WBL program, are Internships and Job Shadowing. Both of these programs follow the same guidelines as the traditional WBL format, but are short in duration.

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

- Successfully complete their sophomore year at a technical high school;
- Be at least 16 years old;
- Obtain parent approval (student under 16 years of age);

- Maintain an overall marking period grade average of 70 or above, with no failures, and a minimum grade of 70 or above in their trade;
- Comply with both school and workplace expectations regarding attendance and behavior;
- Demonstrate career pathway proficiency based on performance criteria established in the curriculum.

Final decision of eligibility rests with the principal in consultation with the trade/technology department head, the student's counselor, and the WBL coordinator. Students, aged 16 or 17, enrolled in a CTECS WBL program are permitted to work in most otherwise age-restricted and hazardous occupational areas.

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

Section 11:

General Information

Fundraising Activities, Sale of Items, Raffle Tickets

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

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

Field Trips

Field trips may be scheduled for educational reasons. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity.

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

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

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

All school trips shall begin and end at the school.

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

Library Media Commons

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

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

Lockers

Each student is assigned a locker. It is the responsibility of the student to see that the locker is kept locked and in order at all times. Students should not compromise security by sharing their lockers and combinations. Students are not permitted to use their personal locks unless expressly authorized to do so. The school administration may conduct inspection of lockers or other school property such as desks,

workbenches, and school vehicles to maintain the integrity, health and safety, and security of the school environment.

Lost or Damaged Textbooks, Library Books, School Materials

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

Military Service

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

Pledge of Allegiance

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

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

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

School Food and Nutrition Program

CTECS has a computerized Point of Sale System (POS). The POS system processes free, reduced, paying and prepaying students. All transactions require the student to scan the barcode on their school issued Student ID Card.

Offering and serving nutritious meal choices that appeal to our students is our primary goal. CTECS' Department of School Food and Nutrition welcomes all parents to become involved in their child's meal activities and welcomes your son or daughter as active participants. Monthly school breakfast and lunch menus may be found on the [Nutrition Information webpage](#).

Students may purchase various United States Department of Agriculture (USDA) compliant snack items from display carts located at the POS machines. This can be done through prepayments to the students account via the LINQ Connect application. Instructions on application use can be found on the [nutrition information webpage](#).

Parents may deposit money in their child's school meal account any time during the school year. Deposits can be made via the LINQ Connect app. As students purchase meals or snack items off of their prepaid account, the purchase amount is deducted from their starting balance.

Student Meal Charge Policy

CTECS participates in the Community Eligibility Provision (CEP) and offers all first meals to all students at no charge. All students are eligible to receive the components of one reimbursable breakfast, lunch, and snack where available, each school day. Students are only required to pay for second meals and ala carte items. No student will be allowed to charge second meals or ala carte items. Students must have funds in their student food service account in order to purchase those items. Students will not be publicly shamed for lack of funds but will not be allowed to charge the non-reimbursable items.

Parents/guardians may make prepayments to a student's account through their LINQ Connect account. There is no exchange of cash at the serving lines.

The nonprofit school food service account (NSFSA) funds cannot be used to cover the costs of unpaid meal charges in the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Collection of unpaid student account balances will be addressed as follows:

- Parents will be notified via ParentSquare, email, and written correspondence of the amount of the unpaid balance and how to make payment. This will be done prior to June 30th. Communication will also include information and web links to local food pantries, SNAP assistance links, and other community services available to residents of their town.
- Any remaining unpaid balances after August 15th will be considered "bad debt" and no longer collectable.
- Any uncollectible funds must be repaid to the NSFSA using non-federal funds, i.e. school general fund monies. State or local governments, school or community organizations, or any other non-federal sources.

Hard Hats, Work Boots and Safety Glasses

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

Transportation

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

local superintendent for appropriate action. This could mean suspension from bus privileges either temporarily or for the remainder of the school year.

Visitors

Parents, guardians, and care-givers of students enrolled in our schools are encouraged to take an active role in the education of their children, including attendance at scheduled meetings and participation in school-related activities. Members of the community are also welcome.

- Visitors are not permitted to disrupt educational programs and activities.
- Visitors to a CTECS school must report directly to the security desk and will be asked to provide identification.
- Visitors will be provided with a nametag, which must remain visible at all times.
- Anyone wishing to observe a class must contact the administration of the school prior to the observation. Where possible, at least twenty-four (24) hours' notice should be provided.
- In addressing requests for classroom observation, the administration will consider its responsibility to avoid disruption to the learning environment and the privacy rights of students.
- Visitors are expected to follow school rules.
- Visitors should not initiate conversations with students or otherwise interrupt normal activities. Any questions should be addressed after the class, outside the classroom, to the teacher and/or administrator.
- Audio taping, videotaping or photographing of classroom activities by third parties may be disruptive to the educational process and may invade the privacy rights of students, and will therefore not generally be allowed.

Any person violating any of these guidelines may be asked to leave the school premises. Failure to obey such a request may be grounds for arrest for trespass.

A person is guilty of loitering on school grounds when he/she loiters or remains in or about a school building, or grounds, without a reason or relationship involving custody of, or responsibility for, a student or any other license or privilege to be there.

Volunteer Program

CTECS supports the use of volunteer services in its schools to enrich students' educational experiences and heighten their motivation. The use of volunteers frees educators from non-teaching tasks, assists in the provision of individualized instruction, and fosters continued community support and involvement. Volunteers strengthen and supplement school activities and do not take the place of school staff.

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

- Provide an opportunity for parents and other interested citizens to participate in the educational programs of the students.
- Increase the number of Connecticut citizens who are well informed about CTECS and its array of programs.
- Increase the amount of small group and individual attention given to CTECS students.
- Increase positive communications between school and community.
- Make community talents and expertise available to CTECS students under professional guidance.

Fingerprinting is requested prior to the start of volunteer services.

Working Papers

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

Gifts to Staff

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

As an alternative, students could:

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

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

Section 12:

Technology and Digital Resources

1:1 Device Program

CTECS considers the use of digital resources central to the delivery of its educational program and expects that all students will use digital resources as an essential part of their learning experiences. It is the policy of the CTECS to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. Students' use of CTECS electronic resources shall be monitored to protect their well-being and prevent misconduct. Parents and students who are receiving devices from the school will be asked to acknowledge receipt. Please familiarize yourself with the following information regarding CTECS 1:1 device program:

- [CTECS Student Device Handbook](#)
- [Student/Parent Technology Device Agreement](#)
- [Permission Form for Removal of Devices from Campus](#)
- [Student Device Program FAQ](#)

Use of Cell Phones or Other Electronic Devices

Electronic devices have become an integral part of the educational process. Electronic device is defined as any device that can send or receive communication, including but not limited to smartphones, tablets with cellular capabilities, and wearable devices (smartwatches) that can connect to the internet, collect, process and transmit data and communicate with other devices and networks or equipment on which digital images can be taken or transmitted. As a technical school, CTECS encourages their appropriate use in the classroom or other school settings, but may restrict the possession or use of such devices in order to promote learning and positive school climate.

Students who bring electronic devices on campus are subject to school rules regarding their use. Chromebooks are issued to students to support learning and must not be used to access sites that are prohibited or filtered by our district filters;

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

If a cell phone is misused it is considered to be contraband and subject to search and/or seizure. A search of a student's cell phone must be reasonable at its inception and must be limited in scope to the reason for the search. If a student is asked to surrender such a device, failure to do so will be considered insubordination, with disciplinary consequences and possible loss of privilege to bring the cellphone to school.

Examples of misuse are:

- Posting or texting mean-spirited, threatening, or inappropriate texts during the school day or after school hours;
- Students recording teachers, staff and/or other students without their knowledge and opportunity to object (or against their objection); and
- Sexting and the sending or receiving of nude photos of themselves or other students.

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

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

School Email Account

Students are provided with email accounts to enable them to communicate with members of the school community for educational purposes only. Students are prohibited from sending mass email messages to groups within the school community (e.g. "all users") without the prior approval of an administrator.

Internet Safety Policy

It is the policy of CTECS to:

1. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
2. Prevent unauthorized access and other unlawful online activity;
3. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
4. Comply with the Children's Internet Protection Act, 47 U.S.C. §254(h).

With respect to any of its computers with Internet access, CTECS monitors the online activities of both minors and adults and employs technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will use best efforts and industry standard approaches to block or filter Internet access to any visual depictions that are:

- Obscene;
- Child pornography; or
- Harmful to minors.

Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purposes.

CTECS will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

CTECS maintains ownership of all district-issued devices and reserves the right to monitor their use at any time, including when devices are used off campus.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the CTECS online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

1. Unauthorized access, including so-called 'hacking,' and other unlawful activities; and
2. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the CTECS staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, and the CTECS's Internet Safety Policy.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives. The Director of Technology or designated representatives will provide age appropriate training for students who use the CTECS Internet facilities. The training provided shall be designed to promote the CTECS's commitment to:

The standards and acceptable use of Internet services as set forth in CTECS policies;

Student safety with regard to:

- Safety on the Internet;
- Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
- Cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act.

Students and staff will be provided with a copy of this policy and be required to acknowledge that he/she received the policy, understood it, and will follow the provisions of CTECS's acceptable use policies.

Definitions

The following terms are defined for use in this policy:

"Child pornography" means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where: The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct; Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

“Harmful to minors” means any picture, image, graphic image file or other visual depiction that: Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

“Minor” means any individual who has not attained the age of 17 years.

“Obscene” means any material or performance if, a) taken as a whole, it predominantly appeals to the prurient interest, b) it depicts or describes in a patently offensive way a prohibited sex act and c) taken as a whole, does not have serious literary, artistic, political or scientific value.

The terms “sexual act” and “sexual contact” have the meanings given such terms in 18 U.S.C. §2246.

District Website

All pertinent information about the district is located at cttech.org. The district website has information about curriculum, directories, handbooks and policies.

School-Based Websites

Each school in our district has its own website which contains information specific to the school the student attends. The direct links for each school can be located off the district website at: cttech.org/schools.

Each school website has a staff directory page located in the “About” section on the school’s home page. By selecting this hyperlink you can find staff and their direct email address and phone numbers.

Please note that email from the CTECS email system and through the cttech.org emails are both encrypted.

Data Protection and Privacy

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

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

As a result, we have a strict student data privacy policy in place that details the procedures and security mechanisms in place to protect student data. The policy also outlines restrictions on authorized users

who are permitted to access student data. Access to personally identifiable data about your child is limited to those with a legitimate educational interest in their data, meaning that individuals within the district only have access to the data they need in order to do their job.

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

Use of Artificial Intelligence (AI) Tools

The Connecticut Technical Education and Career System (CTECS) supports the responsible and appropriate use of artificial intelligence (AI) as part of teaching, learning, and career preparation. AI tools may be used to support academic work, develop technical skills, and explore career pathways when aligned with teacher expectations and course objectives.

Students are expected to use AI as a tool to support their learning, not replace it. When AI is used to assist with assignments, projects, or other schoolwork, students should be able to explain their work and may be required to acknowledge or disclose how AI was used.

Students must use AI responsibly and in accordance with academic integrity expectations. Use of AI to cheat, plagiarize, or misrepresent one's own understanding is not permitted.

In accordance with Connecticut law, students and staff will be informed when they are interacting with an AI system. AI tools used in school settings are required to clearly indicate that they are artificial intelligence and may not present themselves as human. [\[2026PA-000...5-PA- SB5 | PDF\]](#)

Student safety remains a priority in all uses of technology. AI tools must not promote harmful, unsafe, or inappropriate behavior and may not be used as a substitute for support from trusted adults or licensed professionals. When appropriate, students should seek guidance from teachers, counselors, or other school staff.

Only AI tools that are approved or permitted by the school or teacher should be used for school-related activities. Students should not enter personal, sensitive, or confidential information into AI tools.

The use of AI is intended to help students build the skills necessary for success in college, careers, and the modern workforce. Students are expected to use these tools in a thoughtful, ethical, and responsible manner consistent with CTECS expectations for digital citizenship.

Powerschool Parent Portal

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

PowerSchool Parent Portal gives parents access to information including attendance, grades and detailed assignment descriptions, and school bulletins. Students stay on top of assignments, parents are able to participate more fully in their student's progress, and teachers utilize PowerTeacher gradebook (with grades, notes, and comments) and other resources to reach out to parents and students through the Parent Portal. Current assignments are listed as well as attendance and discipline information. Under the

Email Notification option parents/guardians can set up notification alerts for their students. These alerts are automated, however, at any time the parent can login to the parent portal for more detailed information. The school's main office will disseminate the usernames and passwords for the accounts. You access the Parent/Student portal at the following link: <https://cteecs.powerschool.com/public/>

ParentSquare

CTECS uses ParentSquare to communicate useful and valuable information with parents, students and staff via email, text, telephone message, or through the ParentSquare app.

Families new to CTECS will receive an invitation email or text to join ParentSquare. Please activate your account.

You can use ParentSquare on any device. You can download the free mobile app for Android or iOS and you can also use it from any device with access to the Internet at www.parentsquare.com.

Electronic Information Resources Access Agreement

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

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

- I will use electronic information resources only for educational and research purposes — and only as those purposes are consistent with the educational objectives of the CTECS
- I will use the electronic information resources in a responsible, ethical and legal manner at all times
- I will use electronic information resources only with the permission of the responsible teacher or staff member
- 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
- I will not give out any personal information about myself or anyone else while using these resources
- I will make responsible decisions while accessing and using these resources
- I will not knowingly degrade or disrupt electronic information resources, services or equipment and I understand that such activity may be considered to be a crime and includes, for example, tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks or network services or violating copyright laws
- I will not use any device that can connect with school computers without permission as they may contain malware or viruses that can cause network problems
- I will immediately report any problems or breaches of these responsibilities to my teacher or to the school personnel who is monitoring my use of these resources
- 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

- I will act responsibly at all times and will avoid other activities that are considered to be inappropriate in the non-electronic school environment
- If I do not follow these rules, I know that I may lose my privileges to use the computers at school, that I may be disciplined for not following the rules and that I may have to pay for any damage I may cause by my misuse of these resources
- 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
- As with any personal property it is my responsibility to safeguard my own electronic devices; and
- In addition, posting or texting mean-spirited, threatening, or inappropriate texts during the school day or after school hours may result in consequences for disruption of the educational process.
- I understand CTECS maintains ownership of all district-issued devices and reserves the right to monitor their use at any time, including when devices are used off campus.

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

Electronic Communications

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

Section 13:

Acknowledgements, Agreements and Opt Outs

The following acknowledgment, agreement, and opt-out forms are available to parents electronically through PowerSchool at the beginning of each school year. It is important that the school has a record of your preferences for your student. Please read and sign the following forms when received.

- Student/Parent Handbook and Acknowledgement & Agreement Forms
 - Request by Non-Custodial Parent Acknowledgement
 - Discipline Policy and Substance Abuse Policy Acknowledgement
 - Education Records, Directory Information Acknowledgement
 - Electronic Information and Resources Policy Acknowledgement
 - Health and Safety Policies Acknowledgement
- Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information
- Notification of Rights Under the Protection of Pupil Rights Amendment
- Parent Contact Information
- Emergency Contact information
- Video/Photography/Media Opt-out Form
- Release of Directory Info Opt-Out Form
- Sexual Health Ed Opt-out Form
- Data Privacy Agreement
- Intranet Safety Policy
- Technology Use Form
- Chromebook Agreement
- School Insurance Sign Up
- Nurse forms
- PFO sign up
- Athletic Forms