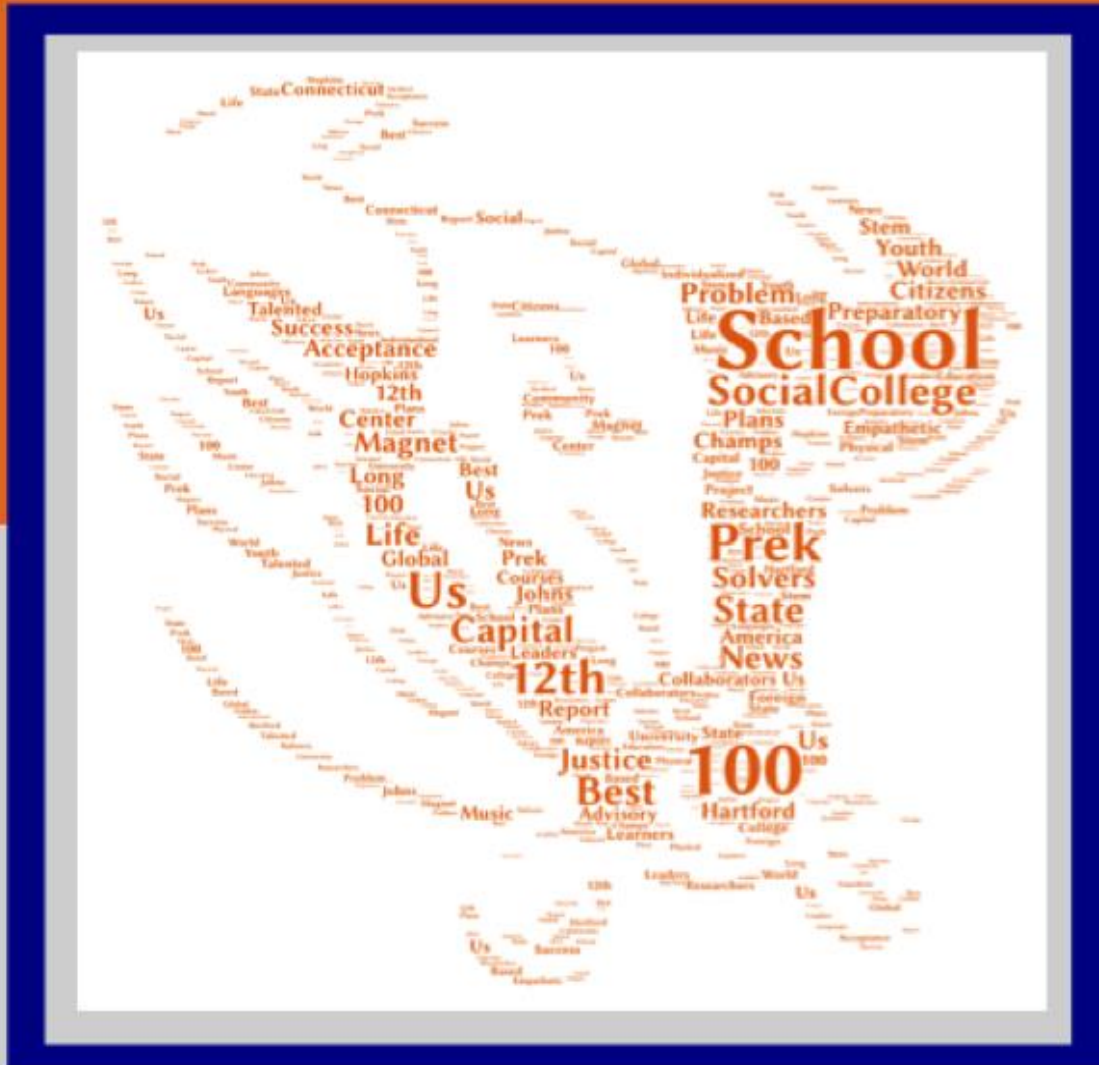


Student & Parent Handbook



Revised June 2022

Table of Contents

School Administrators	3
Mission Statement	3
School Operations	4
Accountabilities for Students/Parents.....	4
Technology.....	4
Attendance.....	5
Guests and Visitors.....	7
Classroom Management Procedures.....	8
Discipline.....	10
Dress Code.....	13
Lost and Found.....	14
Cafeteria.....	14
Transportation.....	14
Field Trips.....	15
Student Supports	16
Roles.....	16
Planning and Placement Team (PPT).....	16
Academics	17
Affirmative Action.....	17
Assessments.....	17
Guidelines for Grading Student Work.....	18
General Information.....	19
Homework, Make-up Work.....	19
Progress Reports, Report Cards.....	20
National Honor Society.....	21
Social Justice Project, Taking College Courses, Graduation.....	22
Safety & Wellness	23
Health Services.....	23
Accidents & Safety.....	25
Fire Drills and Emergency Preparedness.....	25
Abuse and Neglect Policy.....	25
Harassment.....	26
Extracurricular Activities	29
Policies.....	29
Assemblies.....	29
Dances.....	29
Posters.....	29
Sports.....	30

CAPITAL PREPARATORY MAGNET SCHOOL STUDENT AND PARENT HANDBOOK

HARTFORD PUBLIC SCHOOL DISTRICT

SCHOOL ADMINISTRATORS

Dr. Kitsia Ferguson, Ed.D
Principal

Dr. Lauren Davern, Ed.D
Assistant Principal

Mr. Everett Hutchins
Assistant Principal

Main Office Phone Number: 860-695-9800

School Website: www.capitalprep.org

MISSION STATEMENT

Capital Preparatory Magnet School aspires to create a community of lifelong learners that will provide society with citizens who work toward social justice in a college preparatory environment. Capital Prep staff will provide an educational environment that creates opportunities for all students to realize and fulfill their social, academic, and civic responsibilities. Capital Prep will develop skills necessary for students to become agents of social change.

Capital Prep instructors will assess student progress towards fulfilling the mission statement through academics, behaviors, and the use of learning rubrics. Habits of learning and learning expectations for students at Capital Prep are:

Collaborators

Problem Solvers

Researcher/Information Processors

Empathetic Citizens

Pillars of Knowledge

Capital Prep will encourage its students to learn to their fullest potential in order to obtain entrance to college. In order to work toward achieving this aim, the faculty, programs, and facility of our school are dedicated to students' maximum possible achievement in scholarship, character development, and creative expression.

Please see the Hartford Public Schools District Website for any additional information on any topics covered in this Capital Preparatory Magnet School Handbook: <https://www.hartfordschools.org/>

School Operations

I. Accountabilities for Students/Parents

A. Books

Textbooks are the property of the City of Hartford and it is the students' duty to take the best care possible of their books. If a textbook is lost, the student must pay for it, and if the item is misused by the student, the student will be assessed for the damage.

B. Care and Examination of Student Lockers

Capital Preparatory Magnet School students will be given locks and assigned lockers in which students may keep and store personal belongings as well as materials provided by the Board of Education. Lockers should be kept locked at all times. Students are asked in the interest of protecting themselves and their friends not to disclose their locker combinations to anyone. The school is **NOT** responsible for lost articles.

1. Students should only use the locker assigned to them for their use in an orderly and sanitary condition. Absolutely no marking, sticking, and/or defacing will be permitted.
2. No student will keep or store in a locker assigned to them any item the possession of which is illegal or in violation of school regulations or which endangers the health, safety, or welfare of self or others (such as matches, chemicals, ammunitions, weapons, drugs, alcoholic beverages, etc.)
3. **LOCKERS SHOULD BE LOCKED AT ALL TIMES.**
4. The use of school lockers by students is a privilege, and no student shall have an expectation of their privacy. School officials may, upon their own initiative or in conjunction with police open, search, and inspect such locker where there is reasonable suspicion that the locker contains contraband or other unlawful or dangerous items or materials.

II. Technology

A. Computer Software/Hardware Procedures & Regulations

Students are to use equipment only as directed. Improper use of equipment will be considered as vandalism or destruction of public property. Students will be held liable for all costs incurred for intentional damage to hardware/software.

1. Students are only to use computer equipment with teacher permission.
2. Students are to access only the programs required for instruction or assigned projects. Technology use will be monitored through GoGuardian.
3. Any attempt to change/modify the system, or bypass a password protected account is not allowed.
4. Each student is responsible for the proper care and use of his/her equipment and software. Students are to report problems or damaged equipment immediately.
5. Food or drinks are not allowed at any computer work station.
6. Students are not allowed to access, copy, damage, delete or remove another student's files. Any violations of this regulation will be considered to be cheating or student harassment.
7. Inappropriate web-site access will result in suspension of computer access privileges and face disciplinary action from administrators.
8. **Consequences-** Failure to follow these procedures/regulations will result in:
 - a. **First Offense:** Written warning/referral. Parent and Administrative notification.
 - b. **Second Offense:** Depending on the severity of the offense the school administrator or designee will assign the appropriate disciplinary action.

- c. Third Offense: Suspension of computer privileges.

B. *Cellphone Policy*

School technology will be used for only school-related purposes. All materials created or accessed using school resources are considered the property of the district and can be monitored.

1. While cell phones are permitted on school grounds and at school sponsored events, **they may not be used, heard, or displayed during the school day**. Other electronic devices are not permitted on school grounds or at school sponsored events, with the exception of assistive technology devices.
2. Cell phones should be collected and returned at the beginning or end of each class period respectively.

If a parent needs to contact their child throughout the day they can do so by calling the main office at 860-695-9800.

3. Consequences: If a student violates this policy by using or displaying a cell phone or other electronic device in school during the school day, the consequences will be as follows:
 - a. 1st Offense: Electronic device is confiscated by the administration until the end of the school day. Student will be given a warning.
 - b. 2nd Offense: Electronic device is confiscated by the administration until a parent conference is held and the electronic device is returned to the parent. Student may receive a detention or other age-appropriate consequence.
 - c. 3rd Offense: Electronic device is confiscated by administration until the end of the school year. A parent conference will be held. Student may be suspended or have other age-appropriate consequence administered.

III. *Attendance*

Regular and punctual attendance at school and all classes is essential to the educational process. The experiences in the classroom are vital to the student's successful learning. Time lost from class interferes with the Capital Prep promise of students being college ready. Students are considered absent if not in attendance for at least ½ of the school day.

A. *Excused Absences*

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school.

1. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - a. 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)
 - b. Student's observance of a religious holiday
 - c. Death in the student's family or other emergency beyond the control of the student's family
 - d. Mandated court appearances (additional documentation required)
 - e. 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)
 - f. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

- i. Such documentation should include a signed note from:
 - 1.) the student's parent/guardian
 - 2.) a school official
 - 3.) the school nurse or by a licensed medical professional
- ii. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language.

B. *Unexcused Absences*

1. A student's absence from school shall be considered unexcused unless they meet one of the following criteria:
 - a. The absence meets the definition for an excused absence (including documentation requirements above)
 - b. The absence meets the definition of a disciplinary absence (absences that are the results of school or district disciplinary action ie. out of school suspensions).

C. *When a child is absent from school:*

1. The classroom teacher must mark him/her absent in the official attendance record - PowerSchool. Attendance information will be immediately updated in PowerSchool in real time.
2. The principal's designee will use School Messenger, the automated phone messaging system, to send an automated message each day the student is absent. In addition to the School Messenger automated call, a personal phone call may be made to the parent of each absent student as early as possible to see if the student can still come to school that morning or to ascertain the reason for the absence.
3. Any updates to a student's attendance record must be recorded in PowerSchool within two days of receiving updated information for an absence by the school secretary or designee.

D. *Tardiness*

1. All students are expected to report to school on time as specified by the respective school schedule. Students are expected to be in school with adequate time to be seated in class or designated area prior to the school's scheduled start time. The following, with appropriate documentation, are acceptable reasons for tardiness to school:
 - a. Court appearance
 - b. Funeral
 - c. Family emergency
2. Unexcused tardiness means that a student is late to class without a valid excuse. The procedure for students who are tardy to school is as follows:
 - a. During first period:
 - Students will report directly to the office to obtain an office pass – students will NOT be allowed to class without a pass from the office.
 - Repeat tardiness will result in disciplinary action.
 - b. After the Homeroom Period and During the school day:
 - Tardy students without a valid excuse will receive disciplinary action.
 - c. Classroom teachers will inform students of the procedures regarding tardy entries to class. Students will be referred to Administration if efforts by the classroom teacher (to deter tardy entries to class) are unsuccessful.

E. *Early Dismissal*

1. Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration.
2. A student is not allowed to leave school before 2:40 pm unless excused by the principal, an assistant principal, or the school nurse. Violation of this rule will mean making up the time missed, the same as in the case of unexcused absence from class.
3. Dentist appointments, doctor's appointments and appointments for driving tests should be made for after school time, except in cases of emergency.
4. Except in special situations, students will not be excused before the close of school unless a written request is received from the parent or guardian on the school day BEFORE the early dismissal is desired. Students who receive approval to be dismissed early must sign out in the office when leaving.
5. If an extreme emergency arises and a student must be excused during the day without prior notification, the parent or guardian must come to the main office before the student is released from school.

F. *Delays and Closing Information*

When it becomes necessary to delay or close school because of inclement weather, or for other emergency reasons, local radio stations and television networks will broadcast school delays and closings beginning at approximately 6:00 a.m. In order to keep the telephone lines open for emergency calls, you are requested not to phone the Police Department, radio stations, or television networks for delay or closing information.

IV. **Guests and Visitors**

Parents are welcome in the school but are required to check in at the main office upon arrival. Parents wishing to visit a class or see a teacher are required to make arrangements in advance (1 day minimum) with either the teacher or an administrator.

A. *Visitors Policy*

1. A visitor is anyone who wishes to visit the school on school related business.
2. Upon arrival all visitors must report directly to the main office to sign in.
3. A visitor will show identification to an administrator or designee to receive a badge.
4. The visitor must comply with all school rules and regulations.
5. Before leaving the building, the visitor must return the visitor's badge to the main office and check out of the building. The administration reserves the right to limit the number of visitors to the building.

B. *Unauthorized Personnel*

Any person that is not authorized for entry by an administrator as either a visitor or guest will be in violation of SECTION 53A-1 85 (Refer to Public Act 828, Section 187) of the Connecticut Statutes, "LOITERING IN OR ABOUT SCHOOL GROUNDS". This is a Class C Misdemeanor.

V. Classroom Management Procedures

- A. As professionals, teachers are expected to effectively deal with discipline issues as they arise in their classroom. The key to dealing effectively with students that disengage from expectations is regular contact with the parent or guardian.
- B. Each classroom will be equipped with a poster that illustrates each of the learner expectations and what they look like in the classroom for reference. The Learner Expectations must be used to maintain a culturally relevant and rigorous learning environment.
- C. Respect Agreements are classroom and school norms that will be developed by all the students of Capital Prep during their advisory. A committee of students will review the individual agreements and by combining overlapping and overarching themes, a school wide Respect Agreement will be developed that will further support student accountability within the classroom and the school.
- D. There will be times when students may struggle with being able to maintain the learner expectations and respect agreements within the classroom and the school building. When this occurs, along with teacher intervention and advisors, members of the response team will be on hand for additional support.
- E. The following interventions **should** be taken by the teacher prior to referring the student to the appropriate administrator; however, extenuating circumstances may cause teachers to skip steps in order to deal with an issue more effectively.

Student Support Flow Chart

		Teacher/Staff Actions	Advisory Actions
T E A C H E R	1	<p>Teacher reminds students of the expectations in the classroom and of their teacher.</p> <p>Teacher reminds students of classroom expectations by referring to the classroom Learner Expectations poster.</p> <p>Teachers use nonverbal cues to redirect students to expected behaviors.</p> <p>Teacher acknowledges adjustments made by the student(s) with a quiet "thumbs up" or "thank you."</p> <p>Teacher recognizes the students who are practicing for success and explicitly states their positive actions.</p>	<p>Review of Learner Expectations</p> <p>Review of Respect Agreement</p>

	2	<p>Verbal warning (call home, detention, etc.)</p> <p>Enter ODR into PowerSchool</p> <p>Engage the advisor in further support for the student.</p>	<p>Teacher adjusts instruction/learning to re-engage student through content.</p> <p>Teacher conferences with students (inside classroom/close proximity) regarding the impact of their decisions on their learning and the learning of others.</p> <p>Teacher asks student how they can help adjust the class environment so the student can focus more</p> <p>Teacher conferences with students (outside classroom - but looking through window/door so all students supervised).</p>	<p>Teacher contacts the advisor; together they decide follow-up action and communication home.</p> <p>Possible outcomes: Teacher/advisor/student meeting</p> <p>Student written reflection/apology</p> <p>Advisory circle to widen support base</p> <p>Skit reflecting better choices in the situation</p>
	3	Notify a member of the response team through SLACK.		
R E S P O N S E	4	Members of the response team will engage students in restorative practices/strategies (include mediation w/return to class, class In School Suspension, or full day ISS)	<p>Monitors the student during instruction</p> <p>Removal from the classroom environment, if needed.</p> <p>1-1 mediation w/ reflective assignment</p> <p>Single period In School Suspension – create a reflective assignment to give. (CALL HOME).</p> <p>ISS All DAY (CALL HOME). Use Restorative measures in ISS.</p>	<p>Written Reflection signed by parent and advisor (advisor keeps)</p> <p>Teacher-Advisor-Student Meeting and contract/plan. (CALL HOME, signed by all parties) (advisor keeps).</p>
	5	<p>Lead student back to class along with a completed reflection/apology letter.</p> <p>Monitor and support the return of the student into the classroom environment.</p>	Check in's with student and teacher.	Check in's with student and teacher
A D M I N	6	If behaviors for any 1 particular student persists, a member of the response team will refer that student to Administration for next steps (family meeting, possible SW intervention, possible OSS, possible SAT referral).	<p>Family Meeting w/Admin.</p> <p>SAT meeting.</p> <p>ISS/OSS.</p>	Advisor to attend either family meeting or SAT

VI. Discipline

A. *Disciplinary Code*

Capital Prep students are well behaved and exhibit proper school behavior. In the unfortunate case that a student chooses to disengage from the school expectations, teachers and staff will activate a program of restorative practices to reengage the student and parents and/or guardians will be notified. Any act by a student that is disruptive to the educational environment, whether listed below or not, may result in discipline. Moreover, the particular form of discipline may vary for each student and each incident, based upon all relevant circumstances. If police notification is needed, action will be taken at the discretion of the Administration.

B. *Parental Involvement and Communication*

Parents are required to become partners in their child's educational successes. Conference with teachers may be held at any time during the school year. Parents and students, as well as teachers, social workers, advisors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held with every effort made to accommodate parent schedules.

1. Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parent/guardians are urged to encourage their children to put a high priority on education and to make the most of the educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at student-led conferences, participation in campus parent organizations, attendance at board of education meetings, and being a school volunteer are strongly encouraged.
2. In the case that conflicts arise between students, parents, and/or staff, the following procedure should be followed to ensure that there is a positive resolution of conflict that promotes growth for all parties involved. In general, conflicts should be resolved at the earliest time and lowest level and all stakeholders are encouraged to discuss and attempt to resolve differences as soon as they are identified.
 - a. Discussion of the issues between the student and the teacher. The parent and/or teacher should encourage discussion at this level.
 - b. Discussion of the issue between the teacher and the parent. The parent and/or the teacher may initiate this level of discussion. The student may or may not be present, depending on the situation.
 - c. Discussion of the issue between the teacher, parent, and an administrator. The student may or may not be present.

C. *Office Referral*

Students sent out of class by a teacher must report to the office. Students may be returned to class once they have spoken with an administrator or designee.

D. *Detention*

1. Teacher - Teacher may assign detention as a corrective procedure. Students are required to provide their own transportation home after serving detention. If teacher detentions do not correct student's behavior, the student may be referred to the office.
2. Office - Students are assigned to this detention by an administrator or designee.

3. Students shall report promptly with pen or pencil prepared to read, study, complete homework assignments, or review for tests and/or quizzes. No talking, socializing, or sleeping will be allowed.

4. Students who refuse or fail to report to detention will have their detention doubled. Students who then refuse or fail to report to detention will receive additional consequences.

E. *Conduct*

Students are expected to observe high standards of conduct. Students are responsible for conducting themselves in keeping with their level of maturity, and acting with due regard for others. The rights and welfare of other students must be recognized and respected at all times. Students are considered representatives of Capital Prep whether on or off campus before, during, and after school hours.

F. *After School Conduct*

Any student or group of students remaining in school after the official closing shall be subject to the same general rules of conduct as maintained during regular school hours. Students must have a purpose for remaining in the facility, and be under the supervision of a staff member. Students will not be allowed to loiter in the corridors. Violators will be subject to disciplinary action.

G. *Out Of School Misconduct*

Students are subject to discipline, up to and including suspension and expulsion for misconduct, even if such conduct occurs off-school property and during non-school time. Examples of off-campus conduct that may result in such discipline include but are not limited to:

1. Sale, possession, use, or distribution of dangerous weapons, including martial arts weapons
2. Use, possession, or distribution of illegal drugs
3. Violent conduct
4. Making of bomb threat
5. Threatening to harm or kill another student or member of the staff; where any such activity threatens the health, safety or welfare of school property, individuals, and the educational process.

H. *Search and Seizure*

School officials may search you, your possessions, or your locker, if they have reasonable belief for suspecting that search will turn up evidence of a violation of either the law or school rules. The right to inspect desks, lockers, and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property.

1. This document serves as advance notice that school board policy allows that authorized school administrators may search a student's locker or desk under the following conditions:
 - a. There is reason to believe that the student's desk or locker contains contraband material. Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs.

Students must be aware that such items are forbidden both on school property and at school-related activities.

b. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

I. *Exclusion, Suspension, Expulsion*

1. Exclusion is defined as any denial of public school privileges to student for disciplinary purposes.
2. Removal is defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond 90 minutes.
3. In-school suspension is an exclusion from regular classroom activity for 90 minutes or more.
4. Suspension is exclusion from school privileges or from transportation service for no more than ten (10) consecutive school days.
5. Expulsion is an exclusion from school privileges and campus for the remainder of the school year. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

J. *Procedure Governing Expulsion*

Please refer to the Hartford Public Schools Student Code of Conduct for the procedure. Click on the link below and then click on “Students”.

<https://www.hartfordschools.org/board-policies-and-plans/>

K. *Plagiarism*

Students are expected to conduct themselves honestly and with integrity in their work. All forms of plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to:

1. Copying another student’s work/homework
2. Working with others on projects that are meant to be done individually
3. Looking at or copying another student’s test or quiz answers
4. Allowing another student to look at or copy answers from your test or quiz
5. Using any other method to get/give test or quiz answers
6. Copying information from a source without proper attribution
7. Copying from other students, publications, or the Internet

Consequences of plagiarism shall be considered academic in nature and will be handled by the classroom teacher unless repeated incidents require disciplinary action.

L. *Drugs and Alcohol*

Bringing controlled drugs or alcohol to school activities, into school buildings, or onto school grounds is prohibited. Possession of controlled substances on persons, in lockers, desks, vehicles, or any place in school buildings or school grounds is prohibited. Distribution, sale, or use of drugs or alcohol at school activities, in school buildings, and grounds is prohibited. Please refer to the Hartford Public Schools Student Code of Conduct for the consequences of the violation of these policies. Click on the link below and then click on “Students”.

<https://www.hartfordschools.org/board-policies-and-plans/>

M. *Gambling*

Playing cards, dice, and/or any other games of chance for money are not permitted.

N. *Smoking*

Students will not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity.

O. *Vandalism*

A student will not intentionally cause or attempt to cause damage to public and/or private property either on school grounds, during a school function, or at an event off school grounds. Intentionally causing or attempting to cause substantial damage of valuable public and/or private property or repeated damage will result in a one (1) to ten (10) day repair/replacement of the item(s) vandalized. The student will be responsible for restoring the community property that was damaged.

P. *Affection*

Students engaging in inappropriate displays of affection will face disciplinary action from teachers and/or administrators.

VII. **Dress Code**

We are honored and privileged at Capital Prep to have uniforms. All Trailblazers are required to wear the school uniform. Only articles of clothing that are part of the Capital Prep uniform can be worn. The uniform ensemble must be worn upon entering the building until dismissal on Monday-Friday. Students must wear any combination of the following articles of clothing:

A. *Uniform*

1. All students will wear pants, shirts, black dress shoes, ties, and blazers or vests that are sold by the Capital Prep designated company, Flynn and O'Hara Uniform Company.
 - a. **White Shirts:** Buttoned from bottom to top, tucked in neatly. All undershirts should be short sleeved, white, and without writing.
 - b. **Khaki pants:** (No "Dickies") worn waist high, with a black belt. Name-tag buckles are not allowed.
 - c. **Ties:** Worn tight and comfortably beneath the collar.
 - d. **Blazers (HS) or Sweaters/Vests (LS/MS):** must be worn at all times while in hallways and areas visible outside of the classroom environment. They are required to be in wearable condition.
 - e. **Shoes:** Black dress shoes are the standard. Sneakers, crocs, or open toed shoes are not allowed.
2. **Gym:** Capital Prep has a specific uniform for gym class and field day activities. This uniform consists of gray sweatpants or shorts and a matching gray sweatshirt or T-shirt. Black or white sneakers should be worn with the gym uniform as well. Lower school (K-5) students will wear their grey sweats on days when they have gym. Upper school (6-12) students will change into their sweats when they have gym, and change back into their school uniform when gym has concluded.

B. *Accessories*

1. Students may only wear metal knob earrings no larger than a pencil eraser, watches on their wrists, and prescription glasses as an accessory to their uniform.

2. Backpacks and/or book bags are not permitted to be carried between classes and must be put in lockers upon entrance to the school. Students must take any books and other items needed for class out of the backpack prior to the start of class.
3. Students may wear clothing observing their religion.
4. Any item in violation of the dress code will be confiscated and returned to parents in person.

C. *Consequences for not wearing the appropriate uniform will be as follows:*

1. 1st offense: Warning – verbal and/or written
2. 2nd Offense: Meeting with principal – detention
3. 3rd Offense: Meeting with Principal and in-school suspension.
4. 4th Offense: Meeting with Principal, sent home for the day, and meeting with parents to discuss student’s return to school.
5. Each subsequent offense will result in a one-day out-of-school suspension.

VIII. Lost and Found

Lost and found articles may be claimed or turned in to the main office. All items not claimed after three months will be donated to charity.

IX. Cafeteria

A. The Capital Prep Food Service offers an extensive selection of menu items including breakfast and a complete lunch (including milk) to each student. Menu items vary daily. The cafeteria menu can be found online monthly through the school and/or district website.

B. Every student attending a Hartford Public School – regardless of residence or family income – will be offered free breakfast and free lunch every school day.

C. *Cafeteria Rules:*

1. Students should remain in their seat during the entire lunch period.
2. Students should not run or rough-house in order to preserve safety for themselves and others.
3. Students should use inside voices in order to be respectful of themselves and others.
4. Students should maintain a clean table and not be wasteful with their food (e.g. giving food away to other students or food-fights).
5. Failure to follow the rules of the cafeteria will result in additional cleaning responsibilities and/or potential disciplinary action.

X. Transportation

A. *Eligibility*

1. Board of Education policy states that transportation shall be granted to students living one and one half (1 ½) miles or more from the school by public highway. The sole purpose of bus transportation is to bring students to school, and return them home if they reside an unreasonable distance from the school to which they are assigned.
2. Eligible students may only ride the bus to which they are assigned, and they may not leave the bus on the way home for any reason.

B. Rules and Regulations

1. **All school rules involving student behavior apply to school buses.**
2. If student conduct warrants removal from the school bus, parents/guardians are responsible for student transportation to and from school.
3. The driver is in charge of the bus and the students being transported. The driver is required to enforce all rules and regulations adopted by the school district for the conduct of students riding a school bus.
4. Transportation Rules - Students are required to:
 - a. Be on time for the bus
 - b. Stand off the traveled portion of the road or highway
 - c. Cross the road using the bus stop lights to aid them
 - d. Cross only in front of the bus
 - e. Use only the front door of the bus except in emergency situations
 - f. Enter and leave bus only at their assigned bus stop
 - g. Enter and leave the bus in an orderly fashion
 - h. Be seated while the bus is in motion
 - i. Refrain from unnecessary conversation with the bus driver
 - j. Keep head, arms, and hands inside of the bus at all times
 - k. Assist in keeping the bus clean
5. Students are expected to cooperate with the bus driver at all times, and follow the directions of the driver in case of emergency.
6. Students who drive to school must make their own arrangements for parking. No student will be reimbursed for parking fees. The Board of Education assumes no responsibility for damage to or theft of a vehicle, or any items stored in or on a vehicle parked on school property.

XI. Field Trips

- A. Field trips may be scheduled for educational, cultural, or extracurricular purposes.
- B. Any student whose behavior is considered detrimental to the well-being of other students and/or themselves may be barred from participation by the principal.
- C. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be required for the field trip activity.

Student Supports

I. Roles

A. Advisor

An additional responsibility of advisors is to help students who may be at risk. Under the guidance of administration, advisors work to promote an atmosphere of positive interaction that creates mutual trust, respect, and support where students are valued, and adults are available to help them grow and succeed. Advisors provide prevention, intervention, and aid to students through a team approach that fosters open communication within the entire school community.

B. Social Worker

Social services in Capital Prep are provided by professionally qualified social workers who are members of the school staff. Responsibilities include assisting the student with emotional or social difficulties to function more successfully within the school environment through individual and/or group counseling. Referrals for more intensive counseling and/or psychiatric intervention to other social service agencies within and outside the school district are recommended as needed. Services are provided through self-referral by the student or by referral from staff, administration, or parent, or through the Student Assistance Team (SAT) and Planning and Placement Team (PPT) processes.

C. Student Assistance Team

Members of the team are available to teachers and parents to provide strategies to support individual students who may be struggling academically, socially, personally or behaviorally. Members of the team include special education teachers, administrators, school social workers, the ELL teacher, and the speech language pathologist. When a parent, teacher or other staff member has concerns about a student's attendance, academics or behavior, a referral to the Student Assistance Team may be made. If a parent or guardian wishes to make a referral to the Student Assistance Team, s/he may contact Dr. Lauren Davern, Assistant Principal at 860-695-9828, or email: davel001@hartfordschools.org to schedule a meeting.

D. Crisis Team

A crisis team exists to reduce the risk of physical harm, to assure effective decision making and the communication of accurate information, to provide emotional support, and to re-establish control and return the day (or time period) to as normal as possible. At a minimum the team consists of the principal (or his/her designee) and school social worker. As necessary (depending on the nature of the crisis), the team may also include security personnel, building staff trained in Crisis Prevention and Intervention (CPI), other school administrators, Central Office staff, and/or community service providers.

II. Planning and Placement Team (PPT)

A. The local Planning and Placement Team is designed to provide a means of communication and decision-making at the school level concerning the effective use of resources within that school to help students with special needs.

B. It is also responsible for follow-up and periodic review of all students presently in special education and special services programs.

C. Planning and placement team meetings for students who reside in districts other than Hartford Public Schools will be held in conjunction with administrative representatives from the school district where they reside.

D. Please click on the following link to the CSDE for more information:

<https://portal.ct.gov/-/media/SDE/Special-Education/Prosaf.pdf>

Academics

I. Affirmative Action

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

II. Assessments

A. Purpose of Assessment

1. Assessments help us to gather information about a student's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, physical development, and self-help skills.
2. This data provides important information about additional resources a child may need (i.e., appropriate interventions and referrals for diagnostic assessment, identify student's interests and needs, set goals for individual students, describe the developmental progress and learning of each student, improve curriculum, adapt teaching practices, make adjustments to the environment, and help with planning program improvements).
3. Assessment data and information is stored in student cumulative folders and in PowerSchool.

B. Procedures for Assessment

1. Staff will assess and evaluate a child's learning.
2. Teachers constantly observe and document a child's play, behaviors, and interactions to assess their progress.
3. Children will be assessed in a familiar environment.
4. Formal assessments will be conducted throughout the course of the year. This information will be shared with parents at Student-Led Conferences and is available through PowerSchool.
5. IEP's and/or other accommodations for testing for students will be followed as written.
6. Once students have demonstrated that they have gained competence and understanding, teachers are expected to adjust the challenges to allow each student to continue to stretch their abilities.

C. State and District Assessments

1. Capital Prep participates in district and state assessments, including but not limited to the following:

- a. DIAL 4
- b. Prekindergarten Reading Screen
- c. Reading Plus (Reading)
- d. Smarter Balanced Assessments (Reading and Mathematics)
- e. Phonological Awareness Screening Test (PAST)
- f. Interim District Assessments (Mathematics)
- g. NGSS Test
- h. PSAT
- i. SAT

2. Classroom teachers administer the assessments according to the schedule established by HPS and/or the school. Most assessments are taken on computers or other electronic devices (supported device-types vary by assessment but can include Chromebooks and tablets as well as traditional desktop computers). The school's Test Coordinator typically provides training on technology. Anyone who is involved in any way with testing will be trained, and also has to sign an Assurance of Test Security form each year.

3. Teachers are responsible for reading the Test Administration Manual prior to administering any tests, and for safeguarding the security of ALL tests, regardless of whether they are paper-pencil or online. No test booklets or copies of online reading selections or test questions may be retained at the conclusion of testing, no photocopies of tests may be made, and no coaching of students on how to answer specific test questions is allowed. There is to be no review, discussion, or analysis of test items by either students or staff before, during, or after the test.

III. Guidelines for Grading Student Work

A. Student work is graded using the standards-based grading system, which is a system of reporting student proficiency in a number of specific learning outcomes (or standards). Rather than give students one grade on a test that assesses multiple skills, this system gives students a number of scores that represent their proficiency in each of the skills assessed.

B. By the end of the course, students will show their level of mastery of each standard. One assessment on a standard is not the intent of standards-based grading. Students must have the opportunity for multiple assessments to show progress or the lack of it.

C. All scores for student work are documented in the grade book in PowerSchool. At least three (3) assessments should be entered each week. Students are graded using the rubric below.

For more information on SBG, view the Standards Based Grade YouTube Video <https://www.youtube.com/watch?v=E7m4762pjH8>

Score	Performance Level	Description
4.00	Advanced	In addition to Score 3, uses references and applications that go beyond what was explicitly taught in class in new context (i.e. projects)
3.00	Mastery	No major errors or omissions regarding any of the information and/or processes that were taught
2.00	Proficient	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes
1.00	Emergent	With help, a partial understanding of some of the simpler details, and able to process some of the more complex ideas and processes.

IV. General Information

A. Homework

1. Students can expect to receive homework in each of their classes daily.
2. It is not unreasonable to expect a student (Middle and Upper School) to receive a minimum of two hours of work to complete at home.
3. The amount of homework assigned is at the discretion of the classroom teacher.

B. Make-up Work

1. For any class missed, students may be assigned make-up work based upon the needs of the student and/or the instructional objectives of the subject or course.
2. It is the discretion of the teacher if a student will be permitted to make up tests and quizzes in any class missed because of absence.
3. The student is responsible for obtaining and completing make-up work within the time specified by the teacher.
4. Penalties for projects not turned in on due dates is also at the teacher's discretion.

C. Mid-Terms (High School)

1. Mid-term assessments will be administered in academic courses to determine a student's level of mastery at the midpoint of the curriculum.
2. Exams are subject to the teacher's discretion.

D. Final Examination (High School)

1. Final exams and/or performance assessments will be administered in academic courses at the end of each semester.
2. Exams are subject to the teacher's discretion.

E. Progress Reports

1. This report is used to communicate lower school students' academic status to parents mid-way through the marking period.
2. It assists the teacher in informing the parents of their student's achievement, dramatic improvement, or academic difficulties.
3. This is not a report card, however, it is a method of communicating the student's progress.
4. Parents may additionally access their child's grades at any time through the PowerSchool portal.

F. Report Cards

1. Report cards for students in all grades are obtainable on Power School.
2. Parents can access their child's quarter grades using their Power School login information.
3. Report cards for students in grades Pre-K through 5th are printed out each quarter and shared through ParentSquare. One copy is filed in the cumulative record and one copy is sent home with the student.
4. By request only, report cards for grades 6th – 12th will be printed and mailed home.

G. Repeating a Course

1. It is sometimes appropriate for a student to repeat a course that has been taken previously in order to improve understanding, to meet minimum requirements for passing to the next course in sequence, or to build a firmer foundation for the next course(s) in sequence.
2. Students would be expected to participate fully in all course requirements (including test, papers, and homework).
3. Course title(s) would appear on the transcript and be graded.

H. Internship

1. Juniors and Seniors at Capital Prep are required to complete an internship during the summer session.
2. This will enable them to boost their resume and get real world experience.

I. National Honor Society

1. The National Honor Society chapter of Capital Prep is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a 5-member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each year.
2. Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criteria, a student must have a cumulative Grade Point Average of 3.0 or better on a 4.0 scale. Those students who meet this criteria are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is also required.
3. To evaluate a candidate's character, the Faculty Council uses two forms of input. First, school disciplinary records are reviewed. Second, members of the faculty are solicited for input regarding their professional reflections of a candidate's service activities, character, and leadership. These forms and the Student Activity Information Forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

4. Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all four criteria that led to their selection. This obligation includes regular attendance at chapter meetings held regularly during the school year, and participation in the chapter service project(s). Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser by phone at (860) 695-9800.

J. *What is Social Justice?*

1. Social Justice is built on the idea that a student has at least four rights to be recognized.
 - a. The right to study any controversial issue, which has political, economic or social significance, and is concerning enough to the student at his/her level that they should begin to have an opinion.
 - b. The right to have free access to all relevant information, including the materials that circulate freely in the community.
 - c. The right to study under competent instruction in an atmosphere free from bias and prejudice.
 - d. The right to form and express his/her own opinions on controversial issues without thereby jeopardizing the student's relations with the teacher or the school.
2. The study of controversial issues is objective and scholarly, with a minimum emphasis on opinion. The teacher approaches controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.
3. Instructional policy on controversial issues is here stated by the Board of Education in order to protect teachers and school administrators from unwarranted attack by pressure groups, and to ensure youth a well-balanced preparation for American citizenship.
4. A student may be excused from some learning activities based upon personal or religious beliefs. A request for an alternative learning activity must be submitted to the principal in writing and signed by the parent. The request must state the reasons for which an alternate learning activity is being requested.

K. *Senior Social Justice Project*

The SSJP is a performance based task through which students will demonstrate their ability to identify, research, problem solve, and organize a civil action in order to demonstrate the student's ability to confront social injustices in their community. This capstone project is a requirement for graduation from Capital Prep. This exhibition is evidence of competence in the following Learner Expectations:

1. Knowledgeable Person
2. Effective Communicator
3. Collaborative Worker
4. Responsible/Empathetic Citizen
5. Problem Solver

L. *College Classes*

1. All students who are eligible will be given the opportunity to take college classes at Capital Community College.
2. Students will be expected to meet all the behavioral and academic expectations of Capital Prep while taking these classes.
3. Students must maintain a “C” average at Capital Community College to continue in the program.
4. Students who do not meet expectations will lose this privilege for the remainder of the school year.

M. *Graduation Requirements*

Graduation requirements are aligned with the State of Connecticut and Hartford Public School District’s stated requirements. Please see the Hartford Public Schools District website at <https://www.hartfordschools.org/portrait-of-a-graduate/>

N. *Participation in Graduation Ceremonies*

To be allowed to participate in the graduation ceremony or other graduation activities, students must have fulfilled all the requirements for graduation as established by the Hartford Board of Education, and Capital Prep’s Operations Plan, as well as satisfy the behavioral criteria for such participation as established by the Capital Prep community.

O. *Nationwide Examinations for College Scholarships and Admissions*

The most current information can be found online and with contacting the Capital Prep College Coordinator concerning the four major tests used for college admissions and scholarships. There are, however, frequent changes and students should continue to check with their counselors concerning specific tests.

1. The Preliminary Scholastic Aptitude Test (PSAT) and National Merit Scholarship Qualifying is given in October.
2. This combined test is used to familiarize the student with the college boards. It is also the basis of awarding National Merit Scholarship funds.

P. *College Entrance Examinations*

Students planning to enter college should check the most recent catalog of the college to which they are applying for information on specific admission procedures. One of the requirements at most senior colleges, at many junior colleges, and at some hospital schools of nursing is the Scholastic Aptitude Test. In addition to the SAT, a number of colleges also require students to take one or more SAT subject tests before admission. As of 2016, The SAT is administered to all Connecticut public school students in March of their junior year as a requirement for graduation. At an additional cost per administration, students may take as many times as they like in addition to the March administration.

Safety & Wellness

I. Health Service

A. *Hartford Public Schools Health Services School Nursing Guidelines.*

A full-time registered nurse is on duty to care for the health needs of all students.

1. If immediate attention is required, teachers will fill out the Nurse's electronic pass Google sheet and await acknowledgement from the nurse before dismissing the student.
2. Students, however, should not leave class for non-urgent matters or chronic conditions, as this disrupts class learning and studies. These non-urgent issues can be attended to by visiting the health office prior to first period, lunch, or after school. At all other times, except for health emergencies, students **MUST** secure permission from the teacher or supervisor to whom they are assigned during any period.
3. The health office maintains a cumulative health file on all students, including notations of past illnesses, results of vision screenings, physical examinations, and any health information provided by the parent, which the school may need.
4. Parents are urged to inform the nurses of any health changes or problems in their child's medical history. **The nurse can be reached at 860-695-9823.**

B. *School dismissal due to illness*

The nurse, prior to student dismissal from school, must complete a health assessment. Parental permission must be given for all students who go home due to illness. Students are not to call parents from classes for illness and/or to go home.

C. *Physical examinations*

Per Connecticut State guidelines, students are required to have physical examinations in the following grades:

1. Every year of Pre-K
2. Kindergarten
3. Sixth grade (To be completed after Jan. 1st of the student's fifth grade year)
4. Tenth grade (To be completed after Jan. 1st of the student's ninth grade year)

The student's physician must complete the "[blue](#)" State of Connecticut Health Assessment form with all required immunization dates noted. The front of this form is to be completed by the students' parent or legal guardian. Completed physicals should be given to the school nurse. If parents/guardians need help in this area they are encouraged to contact the school nurse.

D. *Immunizations*

Evidence of protection against the following diseases must be shown before a student is permitted to attend school: Diphtheria, Pertussis, Measles, Tetanus, Rubella, Mumps, Poliomyelitis, Hepatitis.

There are only two exclusions to immunization requirements that are allowed in Connecticut.

1. A physician must document in writing that due to a medical condition (this must be specified) a certain vaccine was not given.
2. Parents/guardians may also attest in writing that due to their sincerely held religious beliefs a certain vaccine was not given.

E. Medication requested to be taken in school.

1. Parents of students who require daily or special medications in school must contact, and inform the nurse, of the nature of the medication.
2. All medications shall be delivered to the nurse by a parent or other responsible adult.
3. The nurse must examine the medication on-site, medication order, and permission form. Then develop a medication administration plan for the student before any medication is given.
4. Medication must include
 - a. Name of student
 - b. Name of medication
 - c. Name of prescribing provider
 - d. Directions
 - e. Date of original prescription
 - f. Name and phone number of dispensing pharmacy
5. Not more than a 45 school day supply of medication may be stored at school.
6. Prescribed medication shall be stored in a securely locked cabinet used exclusively for the storage of medication in either the health room or the principal's office at all times.

F. Self-administration of medication.

1. Students are not allowed to carry bottles of medication (such as aspirin, Tylenol in school), and cannot take medications without a doctor's order and parental permission on file in the health office.
2. In cases in which a student needs to self-administer medication occasionally for headaches, cramps, etc., a form must be completed by a physician stating the medication, strength, prescribed dosage, and duration of time.
3. Parents need to sign the form, indicating their approval/permission of the self-administration. Medication and the appropriately completed forms must be submitted to the health office, and kept in a secure place for student's use as needed.
4. The student must take the medication in the health office.
5. Nurses are not permitted to give out medications to students without a doctor's order, and written approval of the parent/guardian.

G. Documentation of administration of prescribed medications

1. The individualized student medication record (JGCD-E2) shall serve as the legal record of medication administered to a student.
2. Individualized medication sheets shall be established for each student taking medication in school.
3. The medication sheet shall contain the following information:
 - a. Name of student
 - b. Name of medication
 - c. The dosage of medication
 - d. How to take the medication
 - e. How often to take the medication
 - f. The name of the Doctor

H. *Use of canes, crutches in school*

Students who utilize canes or crutches in school must have a doctor's order. An elevator is available to students on a need basis and must be approved by the school nurse.

I. *Sharing of medical information by nurses with teachers/counselors*

Nurses inform classroom teachers, and counselors of pertinent student health information such as hearing or sight defects, diabetes, migraines, etc. If you would want health information on your child added or withheld due to Medical or Religious exemptions, please notify the nurse.

II. **Accidents & Safety**

A. Student safety on campus and at school related events is a high priority of the District.

B. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

1. Avoid conduct that is likely to put the student or other students at risk.
2. Follow the school's code of discipline.
3. Remain alert to and promptly report safety hazards, such as intruders on campus.
4. Know emergency evacuation routes and signals.
5. Follow immediately the instructions of staff who are overseeing the welfare of students.
6. All accidents or injuries on school property should be reported to the nurse.

III. **Fire Drills and Emergency Preparedness**

A. Fire drills are held at regular intervals as required by state law.

B. When the alarm sounds (a continuous sounding of the horns, voice notification and strobe), students will leave according to directions posted in each room in an orderly fashion. The teacher will be the last one to leave the room and should lock the door behind them.

C. Should the fire alarm sound during the passing between classes, students are requested to leave by use of the nearest exit and report to the teacher of their last scheduled class.

D. Students who are attending college courses during emergency procedures should remain with that class until notified otherwise.

IV. **Abuse & Neglect- Hartford Board of Ed. Policy - [Full Policy 4218.21](#)**

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

B. The Hartford Board of Education recognizes the school district's moral and legal obligation to protect children whose health and welfare may be adversely affected through injury and neglect and to ensure a safe and nurturing environment. Connecticut General Statutes (17a101) requires all certified employees, principals, guidance counselors, nurses, social workers, paraprofessionals, and other mandated reporters who have reasonable cause to suspect or believe a child has been abused to make an oral report of such information to the Department of Children and Families (DCF) or local or state police, followed by a written report to DCF within 72 hours unless a school employee is suspected of causing such abuse.

C. While the state law defines certain school employees as "mandated reporters", the Hartford Board of Education believes all individuals who interact with students have an

obligation to report suspected child abuse. Therefore, when any individual, who interacts with students as part of their professional responsibility to the Board of Education, has a concern about a potential case of child abuse or neglect, he/she must immediately notify the building principal or the principal's designee.

D. The law provides for immunity from any civil liability or criminal penalty to all who participate in good faith in the making of a report, investigation, and judicial proceedings resulting from such a report. Orientation for new staff and an annual review of the guidelines for all shall be provided.

*Legal Reference: Connecticut General Statutes

17a101 Protection of children from abuse. Reports required of certain professional persons. When a child may be removed from surroundings without court order. 17a102 Report of danger of abuse. 17a103 Reports by others.

V. Harassment

A. Bullying

Bullying of a student by another student is prohibited. Such behavior is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds or at a school sponsored activity. These acts are usually repeated, against the same students over time. Such behavior will result in disciplinary action. Examples of bullying either/or in-person, through cell phones, the internet, computers, or social media, include but are not limited to:

1. Physical violence and attacks
2. Verbal taunts, name-calling and put-downs including ethnically based or gender-based put downs.
3. Threats and Intimidation.
4. Extortion or stealing of money and/or possessions
5. Exclusion from peer groups within schools.

B. Sexual Harassment

Sexual harassment is forbidden by Federal and State law and by the Hartford Board of Education, and will not be tolerated in the Hartford Public Schools. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to employees of the Hartford Public Schools, fellow students and to the public. Students have the right to be in an educational environment free of sexual harassment whether by employees of the Hartford Public Schools or by other students. Should sexual harassment be alleged, Board policy dictates that it will be thoroughly investigated, that there will be no retaliation against the victim of the harassment, and that the problem/concern will be appropriately addressed.

1. Education - Each year, students will be informed of their rights and responsibilities under this regulation. Such education will include information regarding the procedure for making a complaint, and may also include discussions, films, or other activities deemed appropriate.
2. Definition - Sexual harassment is defined as “any unwelcomed sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature,” made by someone from or in the work or education setting. Sexual harassment occurs when:
 - a. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s participation, education progress or opportunity.
 - b. Submission to, or rejection of, the conduct by the individual is used as the basis of educational or other decisions affecting the individual.

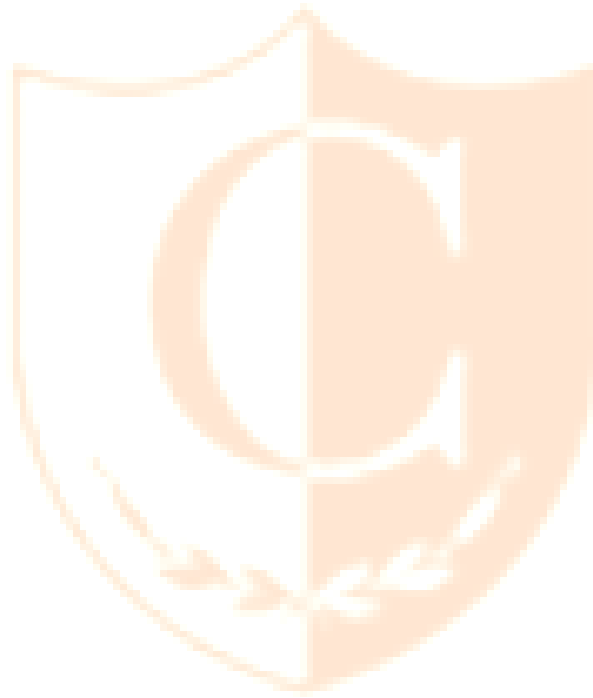
- c. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- d. Submission to, or rejection of, conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

3. Complaint Procedure

- a. If a student believes that he/she is being or has been subject to behavior that could constitute sexual harassment, that person should immediately inform a parent or guardian, teacher, or administrator.
- b. The student or adult should immediately inform the perpetrator that his/her behavior is unwelcomed and unacceptable, offensive, in poor taste, unprofessional, and/or highly inappropriate and that such behavior must stop.
- c. It is recognized, however, that victims of sexual harassment are not always able to express their feelings to their harasser or to others. In all cases, the responsibility for ending the harassment rests with the harasser, not the victim.
- d. As soon as a student, or the adult in whom the student has confided, feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the Title IX Campus Coordinator and/or appropriate school personnel.
- e. Normally complaints should be made within 30 days of the act of harassment. Complaint forms are available from the HPS Website, guidance office, and building administration.
- f. The complaint should state the name of the complainant and the date of the complaint, the date of the alleged harassment, the name or names of the harasser or harassers, where such harassment occurred, and a statement of the circumstances constituting the alleged harassment.
- g. Any student who makes an oral complaint of harassment to personnel other than those listed above will be provided a copy of this regulation and a complaint form, and will be instructed to make a written complaint pursuant to above procedure.
- h. If the complaint is from a minor student, the person to whom the complaint is given should consider whether a child abuse report is required by law.
- i. If possible, within five working days of receipt of a written complaint, the complainant shall be supplied with a copy of this Regulation and Procedure when necessary in order that he or she will be made fully aware of this or his/her rights and the Board's procedure for handling the complaint.
- j. If possible, within five working days of receipt of the complaint and investigator shall commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information.
- k. The investigation shall be free of stereotypical assumptions, be discrete, and maintain confidentiality.
- l. The investigator shall make a written report summarizing the results of the investigation for all those directly concerned.

m. If the complainant is dissatisfied with the result of the investigation; they may file a written appeal to the Superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent may also conduct a reasonable investigation, including interviewing the complainant, in writing, as soon as possible.

n. If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not reoccur.



Extracurricular Activities

I. Policies

A. Extracurricular activities are an integral part of school life and often require as much careful planning and supervision as academic subjects. These activities are not meant to replace core subjects, only to complement them.

B. Eligibility to Represent the School

1. All students elected to student offices or to represent the school in extracurricular activities must be in good academic and behavioral standing.
2. A student must be present in school the day of a meeting, rehearsal, contest, concert, exhibit, or any other organized gathering in order to be eligible for participation.
3. Supervision – All extracurricular activities will be supervised by school authorities.
4. Open Participation Groups - Extracurricular groups will be open to all.

II. School Assemblies

A. Special programs designed for the cultural enrichment and enjoyment of all students will be provided throughout the year. These programs are arranged to bring information and entertainment to the student community.

B. During assemblies, students may have assigned seating areas; students must remain with their class and in the assigned area. Student's conduct in assemblies must meet the same standards as in the classroom.

C. Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the principal should be contacted.

III. School Dances

A. Student semi-formal and formal dances may be sponsored throughout the school year. All dances, whether held on or off campus, are subject to Capital Prep rules and regulations.

B. *Guidelines for School Dances*

1. All dance tickets will be sold on a presale basis. The price of tickets for regular school dances will be determined before tickets go on sale. A maximum number of students that will be admitted to any Capital Prep dance will be determined by the Fire Marshall.
2. The tickets will be sold before school, after school and during all lunch periods.
3. Tickets will only be sold to a Capital Prep student.
4. Only one ticket will be sold to each student.
5. There will be no tickets sold at the door.
6. Students **MUST** arrive within the first hour of the dance.
7. Students may **NOT** leave the event; if they do so, they may not return.
8. Students must leave promptly at the conclusion of the dance.

IV. Posters

A. Signs and posters that students wish to display must be approved by the administrator responsible for student activities.

B. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action.

V. Sports

A. The Administration and Athletic Department of Capital Prep are committed to working with student-athletes, their parents, and the community in the promotion and pursuit of excellence in education, sportsmanship, and citizenship through all levels of competition.

B. Sports are considered an integral part of the school's educational program and Capital Prep believes it is a privilege for a student to participate in interscholastic athletics.

Through athletics, students have the opportunity to learn the importance of ethical behavior, good sportsmanship, positive values, fitness, and the realization of self-worth.

C. All interscholastic athletic activities and eligibility are governed by local and conference guidelines and must conform to rules established by the Connecticut Interscholastic Athletic Conference (CIAC), and the Hartford Board of Education.

1. CSC Ejection Rule - Any player ejected from a contest for fighting/unsportsmanlike conduct will not participate in the next contest.

2. A student must be present in school the day of a practice session, scrimmage, contest, or game in order to be eligible for participation. Any student-athlete who has not reported to school by 10:00AM will not be permitted to practice or play that afternoon or evening. Exceptions to this rule will be considered only if the player's parent explains the unusual circumstances to the principal or designee.

D. During the coming year, Capital Prep will field interscholastic athletic teams in the following sports of which all students in grades 9-12 must participate on two teams to maintain their seat at Capital Preparatory Magnet School.

1. Fall

Football (Coed), Cross-Country (Coed), Crew (Coed), Cheerleading (Coed), Volleyball (Boys/Girls), Girls Soccer

2. Winter

Basketball (Boys/Girls), Cheerleading (Coed), Indoor Track (Coed), Skiing/Snowboarding (Coed)

3. Spring

Track (Coed), Softball, Baseball, Lacrosse, Golf

E. Students may have the opportunity to participate on varsity and junior varsity level sports teams.

F. *Requirements For Participation*

Prior to participation in any sport, a student must complete and return a series of forms to the athletic office/office coach in order to be eligible to try out, practice, or participate in a sport. These forms may include: Athletic permission, Rules and Regulations, Athletic Sport Physical Examination, and Code of Conduct. These forms will be provided by the Coach, Main Office, or Athletic Director.

G. *Sports physicals*

Students who participate in the school sports program are required to have a yearly sports physical prior to acceptance into the various sports programs. Free sports physicals are given by the school doctor in June for the following school year.

H. *Insurance Coverage*

1. The Board of Education does not provide insurance to cover accidents involving students that occur at school or during the school day. This is for the purpose of making available on an annual basis student accident insurance.

2. All Hartford athletes are covered by an Expanded Sports Insurance Policy provided by the Board of Education. This means that the student-athlete would be billed and the family's personal insurance will apply first. Bills not covered are to be submitted to the school insurance company with the proper form. These insurance forms are available in the school's health office. It is the responsibility of the athlete and the athlete's family to follow up on the paper work.

I. Return of Injured Athletes

1. When a student is referred to a doctor for an ailment or injury, medical approval is required before that student is permitted to return to participate in interscholastic sports. Such a return will be based on the recommendation of the school athletic trainer and made by the Athletic Director.
2. Any student who is medically excused from physical education may not participate in any athletics for the duration of the medical excuse.

J. Athletic Uniforms

1. The policy of Hartford Public Schools is to provide game uniforms for its athletic teams that engage in interscholastic competition. It is the student's responsibility to return all uniforms at the close of the season. On failing to do so, a debt slip will be issued and ***MUST*** be paid prior to graduation.
2. Students are responsible for their own practice uniforms and shoes unless otherwise informed by their coach.

K. Application of Policy

1. The academic standards set forth in this policy apply to all students attending Capital Prep who wish to participate in any intramural and/or interscholastic athletic programs, and/or in any extra-curricular activities and organizations, sponsored by the Hartford Board of Education.
2. Special education students will be subject to this policy unless such students are excluded from the academic standards as determined by the Planning & Placement Team (PPT) or by a Section 504 Team Meeting.

L. Academic Standard for Eligibility

1. In order to be eligible to participate in activities covered by this policy, Capital Prep students must carry a full course load, which is equivalent to six (6) units of study and maintain acceptable/ agreed upon standards put forth by the athletic director.
2. In addition, students participating in interscholastic athletic programs must also meet the minimum eligibility requirements of the C.I.A.C (2.0 GPA). Students who do not meet this minimum requirement will be placed on probation.

M. Determining Eligibility

1. No later than ten (10) days after the close of each marking period, eligibility under this policy will be determined.
2. Any student who still does not meet the expectations after being on probation for one marking period will be ineligible for the next marking period and not allowed to participate in sports and activities.

N. Probation

1. Student athletes, parents/guardians, advisors, counselors, and a representative of the administrative team (principal or assistant principal) will meet to determine the steps necessary for a student to take in order to become academically eligible by the end of the next marking period.
2. Student athletes on probation will be required to participate in a mandatory after-school enrichment period a set number of times as determined by the school officials, student, and parent in the probationary meeting.
3. At the end of the marking period, students who have met expectations will be removed from probation and allowed to participate without having to attend the enrichment period.
4. Students who have not met the standard for the second grading period in a row will not be allowed to participate in sports or activities until they have met the standard set forth by Capital Prep.

O. Standard and Calculation of Eligibility

1. In order to be eligible to participate in any Board of Education sponsored intramural or interscholastic sports, or any extra-curricular activities, Capital Preparatory Magnet School students must maintain a "C" average calculated as 70 or better.
2. In addition, students must also meet the minimum eligibility requirements of the CIAC on or before the tenth (10th) day following the close of each marking period, calculation of student eligibility will be completed.
3. In order to determine eligibility at the beginning of each school year, the calculation will be based on the grades for the first marking period. The eligibility of students transferring into Capital Preparatory Magnet School will be based on the student's official transcript for the last full marking period completed by the student. The transcript of the student transferring into CPMS must show that the student was carrying a full course load, which is equivalent to 5 units of study.
4. Averages will not be rounded up and there will be no exceptions to this regulation unless expressly provided for in a PPT or Section 504 Committee. All grades earned in a summer school program will be added to the fourth quarter grades to determine the academic average for fall eligibility.
5. Failed courses, though made up, will NOT be eliminated in this calculation.

**Capital Preparatory Magnet School
1304 Main St.
Hartford, CT 06103**

860-695-9800 – Main Office Number

www.capitalprep.org