



MAGNET ACADEMY

at

Capital Community College

Operations Plan

950 Main Street

Hartford, CT 06103

(860)906-5000

www.hartfordschools.org

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Approved by CSDE on: _____

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I. SCHOOL FOUNDATION

1. Mission and Vision Statements

- a. Context: Capital Community College Magnet Academy (CCCMA), an inter-district magnet high school serving students in grades eleven and twelve and located on the campus of Capital Community College (CCC), establishes an academically rigorous program in a college environment to raise student performance and reduce racial and economic isolation by recruiting a diverse learning community from the Greater Hartford region. Working within the national trend toward Early College programs, CCCMA bridges the gap between secondary and postsecondary education by immersing high school students in the college community and providing access to college courses.
- b. Mission Statement: The mission of CCCMA at Capital Community College is to provide students with personalized and innovative learning in an early college high school environment on the campus of Capital Community College, which supports students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve success and become engaged citizens for the good of the community and society at large.
- c. Theme: Community Engaged Learning: CCCMA students will come to understand that education is not simply about individual upward mobility but about the greater good of the community and the larger society. The focus on community engaged learning as the academy's theme will encourage students to think of themselves as members of a multicultural society whose vitality and health depends upon individuals who care about the community. Central to instructing in the theme of community engaged learning is the strategy of place-based learning, a model of education that brings the students into the community. Place-based learning not only increases the relevance and therefore student interest in academic curriculum, but it also enhances student interest in the communities surrounding the college, inspiring them to be more socially aware and civically engaged. At CCCMA, Hartford is the greater campus, and Hartford institutions of art, culture, government, business, and community service become extensions of the classrooms.
- d. Vision: Instilling life-changing knowledge in every student that leads to completion of a college degree and engaged citizenship.

2. Educational Philosophy

- a. Core Educational Values Based on Research: The core educational values of CCCMA are college preparatory and college-level standards that are inculcated by high expectations, rigorous curriculum, supportive student-centered learning, methods that increase educational engagement, and place-based learning strategies that increase civic engagement. Research-based principles that underlie these values are expounded upon in Section 3: Academic Program.
- b. The Early College philosophy of learning will serve the diverse needs of this multi-cultural student population by instilling in each student the expectation of continuing their studies in college and completing college degrees, providing the educational training and tools to achieve that goal in a college environment, and inspiring them to become engaged citizens who will be agents for change in the world regardless of their home environment, individual capabilities, family income level, and emotional maturity. The philosophy creates an atmosphere of achievement and academic rigor, and it nurtures all students toward individual advancement and engaged citizenship.
- c. The Early College philosophy specifically promotes students' academic achievement by setting high but achievable standards, fostering a supportive and nurturing environment that does not coddle but promotes individual growth, and making learning relevant and practical both to the students' sense of self and the realistic expectations of the post-secondary world.

3. Academic Program

Academic Curriculum: The academy's curriculum will be student-centered and committed to addressing students' needs, while providing creative, rigorous, unique, and motivating learning experiences for all students. The curriculum will be aligned to the Common Core State Standards for English Language Arts and Mathematics.

An asset-building, positive youth development model will serve as the structural frame for a continuum of generative, developmentally appropriate, holistic services and strategic assistance to subjugate challenges and reinforce strengths. An integral element of this approach is strategies to improve educational achievement by increasing students' educational engagement. A sense of membership and forging social bonds are important to students' affective development.

The curriculum will focus on students developing a sense of self, positive identity, civic engagement, and a commitment to learning. Research by Comer (2004) states that important learning occurs only with positive and relevant relationships. One strategy that will address this emphasis will be the assignment of college mentors to CCCMA students, who will assist

students' transition into the college setting. Place-based learning in seminar groups will further facilitate positive and relevant relationships around the concept of community-engaged learning.

The CCCMA curriculum will be based on the following seven (7) research-based principles identified by David Conley's book *College and Career Ready* (2010) that promotes college readiness:

- Principle 1: Create and maintain a college-going culture
- Principle 2: Create a core academic program aligned with and leading to college readiness by the end of twelfth grade
- Principle 3: Teach key self-management skills and academic behaviors and expect students to use them
- Principle 4: Make college real by helping students manage the complexity of preparing for and applying to post-secondary education
- Principle 5: Create assignments and grading policies that more closely approximate college expectations each successive year of high school
- Principle 6: Make the senior year meaningful and appropriately challenging
- Principle 7: Build partnerships with and connections to post-secondary programs and institutions.

These principles will be supported by the habits of mind and academic skills that have been identified by Conley in his book *College Knowledge* (2005), and also by the CCSS College and Career Readiness Anchor Standards.

Supporting Academic Instruction with Technology: To support college-ready academic habits, each CCCMA student will be issued a Chromebook for academic purposes and will be instructed on the use of this tool to maximize their educational experience. All academy students will adhere to all HPS policies pursuant to proper use of technology. In case of damage or loss, students and families will be responsible for the replacement of the Chromebook.

College Credit: Because CCCMA is located on a college campus, students will have opportunities to gain college credit while earning high school credit in a dual enrollment scheme depending upon their readiness. Students may earn college credits from Capital Community College in the following ways:

- **Seminar-Supported College Credit.** Specific classes in the CCC curriculum will be designated by the Academy and the College as seminar-supported courses. Academy students will be enrolled in these designated courses and, in a required seminar, taught by an Academy faculty member. Academy faculty will work collaboratively with

the CCC professor teaching the course to ensure the Academy instructor is abreast of the content, expectations, and schedule of the course. Students will be required to attend the CCC course and the seminar. Through the seminar, the Academy instructor will ensure that students are inculcating the habits and mindset necessary to succeed in the course (including note-taking skills, research methods, and strategies for reading difficult texts), provide a seminar atmosphere to model the rigor of academic discourse and expectations, and explore the CCCMA theme through place-based learning experiences in the Hartford area that reinforce the concepts of the course.

- **Enrollment in CCC Courses.** Students, who are deemed ready through multiple measures of assessment and Academy faculty recommendation to take certain courses without seminar support, will enroll in college courses and take them like regular college students.
- **Academy Courses Bearing CCC Credit.** The Academy will also develop courses in collaboration with CCC faculty that will be taught by Academy faculty and bear college credit through CCC. Such courses must be approved by CCC and taught by faculty with the credentials required of CCC faculty. This allows the Academy to develop a course, such as a lab science, that would be taught over two semesters for four credits instead of putting Academy students into existing college courses that run for one semester (15 weeks).

4. Graduation Requirements:

CCCMA has several graduation requirements that exceed the minimum state standards. In addition to the core state requirements, CCCMA students are expected to participate in extracurricular activities, clubs, and events on the college level. Students will be required to earn 25 high school credits. Hartford Public Schools is currently revising the graduation requirements. Once approved by the BOE, all students enrolled in CCCMA must adhere to these requirements.

Unique Learning Opportunities

In accordance with the CT SDE guidelines, Student Success Plans will be developed for each student to ensure academic growth and individualized learning aligned to post-secondary aspirations and goals.

The Capstone Experience (1 credit, required)

The purpose of the Capstone Experience is to provide all academy seniors the opportunity to apply the knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other research task in an area of particular interest to the student.

Minimum Diploma Requirements

Required Courses	
English	4 Credits (English I & II; Literature & Composition I & II)
Math*	3 Credits (including Algebra I, Geometry, Algebra II)
Science	3 Credits (including Biology, Chemistry lab)
History	3 Credits (including 1.0 U.S. History, 1.0 International Studies, .5 Civics, .5 Geography)
Visual and Performing Arts	2 Credits
World Language	2 Credits
Physical Education	1.5 Credit
Health, Nutrition & Wellness	.5 Credit
School Thematic Courses	4 Credits
Capstone Experience	1 Credit
Total Credits:	24 Credits

* Students will be required to take four years of mathematics

Finally, building on CCC's established place-based learning program titled the Hartford Heritage Project (www.capitalcc.edu/hhp), initiated by a grant from the National Endowment for the Humanities and practiced nationally at elementary and secondary institutions and increasingly at colleges (e.g. CUNY Guttman Community College and Bunker Hill Community College in Boston), the CCCMA curriculum will engage students in the communities and institutions surrounding the college in a way that makes the curriculum relevant to the students, increases their knowledge and understanding of the history and context of these communities, instills pride and a sense of belonging, and fosters civic engagement.

5. Instruction:

Schools regularly engage students in rigorous, in-depth academic work as well as use active intellectual inquiry and sustained writing and revision in all classes. High standards are set for all students and teachers. Developing students' literacy skills is a priority.

Evidence of Mature Implementation

- High expectations and standards for all students are established and publicized in an educational plan developed by academy and college faculty.
- Curricula emphasize literacy, numeracy, communication, analysis and application in all disciplines.
- Curricula, projects and assessments emphasize student-centered intellectual inquiry and ask students to make meaning of knowledge, apply it, and create or construct new knowledge.
- Real-world learning experiences, such as career oriented classes, internships and community service, help students build their own bridges between academy and the world of work.
- Students are comfortable using technology and a variety of media to gather information and are expected to present their learning and make their work public.
- Classes are small and heterogeneously grouped and class time is lengthened for in-depth exploration of topics and sustained learning.
- The academy meets the needs of all learners. At the advanced level of implementation, there is evidence of higher order thinking reflected in student work, of creative and excitement-generating curricula, and of regular interdisciplinary teaching.

6. Student Assessment:

The academy will design a system of assessment that provides multiple opportunities for students to publicly exhibit what they know and can do. Assessments grow out of classroom work and provide on-going feedback to the school community, the teacher, the student and the parent on a student's progress toward achieving academic proficiency.

Evidence of Mature Implementation

- Assessment is continuous, on-going and interwoven with classroom activities.
- Student outcomes are measured using multiple assessments, including performance-based assessment.
- Assessments may be determined by teachers, student peers, self and local/state/national measures.
- Assessment information is useful to the academy, teachers, students and parents. Students use assessment information to measure their progress toward meeting standards of college readiness.
- Assessments inform school-based decisions regarding pedagogy, academy structures and systems.

- Projects and assignments are scaffolded, providing structure, feedback and support in progressive stages so that all students achieve at higher levels.

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II. STRENGTH OF THE ORGANIZATION

1. School Governance

CCCMA will operate under the auspices of the Connecticut Board of Regents for Higher Education and Capital Community College (CCC). CCC is the host college and responsible for the overall management of the academy. Hartford Public Schools (HPS) has been authorized to manage the day-to-day operations of the academy. The Academy has a Governing Board whose role is to provide general direction through: ensuring the existence of policies and procedures, and providing a forum for discussion regarding policy level decisions, approvals, and/or notifications related to major changes or additions associated with the budget, programs, and human resources.

Membership of the Governing Board includes:

- Board Chair, who is the President of the College (voting continuing appointment)
- A CCC Dean of the College (voting 2 year appointment)
- Superintendents/designees from participating school districts (voting continuing appointment)
- CCC Faculty member (voting 2 year appointment)
- Board of Regents (1 seat, voting 2 year appointment)
- Principal of CCCMA (non-voting continuing appointment)
- President of CCCMA PTA (voting continuing appointment)
- Community Business Partners (2 seats, voting 2 year appointment)

The Board Chair will conduct an open nomination process to fill vacant CCCMA board member seats. The Board Chair will ensure information is sent to invite nominations from board members and the College. The CCCMA Principal, in similar manner, will invite nominations from CCCMA faculty and parents.

Meetings are scheduled bi-monthly during the school year. Roberts Rule of Order will be used in carrying out business of the Board.

School districts may opt out of participation with CCCMA with twelve (12) months written notice to be submitted to the Board Chair and Academy Principal.

The Board Chair will establish the agenda. A formal policy will be created and implemented that will provide direction and allow board members, teachers, families and students to request items for board discussion and or presentation. This policy will include a standardized procedure of how, when and where.

CCCMA board, prior to a final vote, will post policies procedures and decisions, that constitute change, to solicit questions and concerns from teachers, families and the College. The how, when and where of the postings of such information will be standardized for ease of effort for those potentially impacted and interested parties.

CCCMA Principal is responsible for recruiting and retaining employees at CCCMA in accordance with HPS recruitment, employment policies and procedures. Additionally, the Principal will supervise, evaluate and direct all CCCMA staff in the implementation of policies, school functionality, and under the guidance of the CCCMA board, formulate, implement and periodically assess with CCCMA staff, long and short term strategic plans.

Support for CCCMA from HPS stems from the decision on November 25, 2013, when the Hartford Board of Education voted approval of the creation of CCCMA as well as approval to negotiate a memorandum of understanding with Capital Community College. CCC administration has endorsed the CCCMA as a part of their college community. The partnership between HPS and CCC will provide outstanding opportunities for CCCMA students to benefit from the early college experience as well as exposure to other community, government, and business sectors for value-added, personal growth.

Capital Community College will serve as the fiscal agent and as such it will set the annual budget for the academy operations with the Principal and in collaboration with HPS. For the 2014-2015 school year, participating school districts will be charged a per student tuition charge as permitted by state statutes.

A contract between CCC and HPS articulates the stipulations of the agreement among these parties for the day to day operational management of the academy.

Both parties, HPS and CCC, agree to monitor the progress of CCCMA through periodic learning walks and instructional rounds and an annual academy quality review which will be performed jointly by HPS and CCC administrative personnel. The academy quality review will detail academic, instructional, operational, and family and community engagement procedures and protocols, as well as well as recommendations, and give a written account of the findings in a presentation to the HBOE and CCC Board of Trustees.

III. STUDENT COMPOSITION, SERVICES, & POLICIES

1. School Demographics

- a. Describe the community and the student population to be served by the proposed school and the needs of the population.

The student population to be served by CCCMA is that of juniors and seniors of diverse backgrounds. The need of this population includes closing the gap between high school and college while encouraging high quality educational and employment opportunities.

- b. Describe how the theme and educational program provided by the proposed school will address the needs of diverse students and students with diverse learning needs.

In addressing the needs of this population, the magnet school's curriculum is based on the model known as "early college high school." The purpose of an early college high school is to bridge the gap between secondary and postsecondary education by immersing high school students into the college community, as well as to provide access to college coursework. In addition, the primary goals of the school are to promote an academically rigorous program and to reduce racial and economic isolation by recruiting a diverse learning community, which draws students from towns within the Greater Hartford region.

Students shall have access to a challenging academic program designed to prepare them to acquire the skills necessary for academic success in college level courses. Appropriate course placement will be determined by the Accuplacer test and other measures. Prior to taking the Accuplacer test, students who apply to CCCMA will be provided with an overview of types of review materials, format of questions and sample questions to prepare for the test. Upon completion of the Accuplacer, students will review their scores with CCCMA staff who will inform students of the CCC courses they are eligible for based on results. Students will be assessed on the SBAC. SBAC assessment scores as well as other academic assessment scores will be reported to each high school of record. Students will be allowed to participate in PSAT and SAT assessments. Academic support services will be established to help students meet goal level in each of these assessments. Supports will be made through summer school, after school classes, tutoring, developmental classes in literacy and numeracy, SAT preparation classes, and other methods or remediation and acceleration. Also, in accordance with the CT SDE guidelines, Student Success Plans will be developed for each student to ensure academic growth and individualized learning aligned to post-secondary aspirations and goals.

CCCMA will support the delivery of services of a comprehensive school counseling program. Each high school of record will be required to provide direct support to each student through a school counseling model which includes responsive services, individual counseling sessions, and small group counseling sessions. This will serve to promote and

enhance the learning experience of each student. The program is comprehensive in scope, preventive in design and developmental in nature. Academic counseling is available to all students to help them understand their individual strengths, to set goals, and to assist them in planning an appropriate program of studies. Counselors, teachers, and parents will work together to support and encourage all students in reaching their full potential. Career advising is designed to help students begin the process of exploring various career options moving toward the ultimate goal of specific career selection. Recognizing that career development begins with self-knowledge, the goal of many activities is to help students learn about themselves and, subsequently, to match this knowledge with information about the world of work. By senior year, students should have gained knowledge and experience to help them develop a general career direction. College counseling is offered to all students. The college planning process begins with individual and group sessions in the freshman year conducted by the school counselor. Personal counseling is available to all students to assist them in managing the normal developmental issues that arise during adolescence. School Counselors help students to enhance self-understanding and to learn effective problem solving skills so that they will be better equipped to deal with the variety of concerns that high school students encounter.

- c. Provide the grade span, student ages, and number of students per grade that the school will serve. Also identify the opening grade levels, and provide a chart of the growth/enrollment plan for each year thereafter (with enrollment disaggregated by grade and resident and non-resident town), until the school is fully enrolled.

CCCMA is an early college high school where students are dually enrolled at CCC and the school in which he/she completed 9th and or 10th grade. Therefore, a transcript of their academic record shall be maintained by each institution. Beginning in August, 2014, CCCMA will include grades eleven and twelve with students that are sixteen to eighteen. The school is constructed to accommodate the educational needs of up to 60 students, approximately 30 per grade level.

- d. Provide a strategy to ensure student diversity in classrooms and course offerings in each grade.

Students enroll at CCCMA from participating school districts and through the Parent Choice option. Students apply when their parents submit a completed lottery application form. The lottery is held annually and students are selected blindly and randomly from each of their towns of residence based on the number of seats available to that town in each grade. Students are recruited through advertisements, school fairs, word-of-mouth referrals, Parent Choice, as well as referrals from guidance counselors. This assures a diverse student body, made up of students from all parts of the community.

The course offerings for each grade will provide unique learning opportunities, including the Capstone Experience. The purpose of the Capstone Experience is to provide all

academy seniors the opportunity to apply the knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other research task in an area of particular interest to the student. CCCMA also has several graduation requirements that exceed the minimum state standards. In addition to the core state requirements, CCCMA students are expected to participate in extracurricular activities, clubs, and events on the college level. Students will be required to earn 25 high school credits. Hartford Public Schools is currently revising the graduation requirements. Once approved by the BOE, all students enrolled in CCCMA must adhere to these requirements.

2. Special Education and Section 504 of the Rehabilitation Act of 1973

All students are entitled to educational services in the least restrictive environment regardless of their status as a student with special needs. Students with special needs or those who qualify for services under Section 504 shall be admitted to CCCMA through the blind lottery. Parents, students and the local district need not identify students in need until they are admitted wherein a special PPT or 504 meeting will be held to determine needs and services to be provided. The member of the local district shall be invited and the local district shall be billed by Hartford Public Schools for services provided at the then prevailing rates set by Hartford Public Schools.

Students with special needs or with 504 status will follow the inclusion model of support services, with the special education teacher providing in-class support. Other services, such as social work counseling and speech and language, are usually provided outside of the regular class setting.

The CCCMA staff will employ Scientific Researched Based Interventions (SRBI) which emphasizes the central role of general education in the intervention process and the importance of using proven research based strategies to support student achievement. This initiative provides all students with a vehicle to identify and provide academic support that promotes both improved academic performance and a positive learning environment.

The SRBI model has three tiers. The first tier is comprised of the core general education curriculum, instruction and assessment practices that develop a full range of competencies essential for achievement in a particular academic discipline and a particular grade level. Tier I also includes focused attention to the quality of the school climate, as well as a comprehensive system of social-emotional learning and behavioral supports for *all* students. Tier II interventions include more intensive support for academic, behavioral and social needs. Tier III support increases the intensity and duration of the intervention through smaller teacher-student ratios and extended opportunities for small group or individual work periods.

3. English Language Learners

The following Bilingual/ELL Support Plan will be implemented:

CCCMA will work closely with the HPS Office of English Language Learners to design and provide all services as recommended by the department to meet the academic and social needs of ELL students and to assure academic success.

- All bilingual students will be given the home language survey.
- Students will take the LAS Links Assessment to determine instructional level. Specific student CMT, CAPT and benchmark assessment data will be reviewed as it becomes available to inform the programming decisions for each student.
- Based on data analysis of the student population, services and staffing will be provided that reflect the needs of the students.
- All staff will participate in professional development to enhance their level of awareness for the cultural and instructional needs of our ELL students.
- Training for staff will be provided to develop knowledge of:
 - Strategies which are most effective in providing instruction for ELL/bilingual students
 - Training in second language acquisition, instructional modifications, and instructional accommodations such as extended time, dual language dictionaries, and small group instruction.
 - Systems for working with the academic/support specialist to develop/modify materials and research based instructional approaches
- We will explore opportunities with our college partner and sending districts for additional instructional support, including online programs, enrichment programs which focus on literacy and math, and supplemental activities that promote language acquisition.

4. Admissions Policy and Criteria

Admission to CCCMA is based on a predetermined number of slots for each new school year from each of the participating towns as well as for students and parents who enter through Parent Choice. Once the sending district and CCCMA have agreed on the number of slots available for the school year, the number of available seats is reported to the Regional School Choice Office, managed by the State Department of Education. The Regional School Choice Office conducts the annual interdistrict magnet school lottery which is used to place students for available choice schools and programs.

Students are selected for admission into CCCMA when an interested parent/guardian submits a complete RSCO lottery application according to the designated application schedule. Parents/guardians who submit an on-time and complete RSCO lottery application in accordance with the application requirements will have their child entered into the RSCO lottery.

If a child is selected by the lottery for placement at CCCMA, parents receive notification from RSCO. Parents must complete and return a Placement Response Form, to RSCO, by the date specified in the notification letter. On this form, parents will accept or decline the student's placement at CCCMA.

Students who are not chosen in the lottery, but are still interested in attending the school will be put on a waiting list. Any student expressing interest in the school after the on time application deadline will be able to submit a late application and will be placed on the waiting list on a first-come/first served basis.

All children who attend CCCMA must be registered in their town of residence.

Lottery Protocols:

- School Pathways: Applies when a school sets aside a limited number of seats for students coming from a particular school or program that shares a similar magnet theme.
- Participating Districts/Towns: Districts and towns that have agreements with certain schools to send specific numbers of students to that school. Please note that placement is not limited to students living in participating districts/towns, and any interested student may apply.
- Sibling: Applies when a brother or sister living in the same house and sharing at least one biological parent or legal guardian attends and will continue to attend the same school to which you are applying.

CCCMA and Capital Community College Staff Preference: Applies to children of school employees, including teachers and other school staff, who select CCCMA as their first choice. CCCMA and Capital Community College employees must complete and submit a RSCO application for the lottery.

5. Student Discipline Policies

Students are subject to discipline, up to and including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and violates Hartford Public School policies even if such conduct occurs off school property and during non-school time.

Alcohol, drugs and tobacco are forbidden on school property.

Smoking is also prohibited.

The discipline policies and procedures established by the Hartford Public Schools will be followed during the course of regular CCCMA hours of operation, events and activities.

CCCMA students enrolled in direct college classes at Capital Community College will be held to the same standards of behavior and conduct as well as disciplinary rules as Capital Community College students. They may be withdrawn from a direct college class in accordance with the

College's practices and procedures, and they also will be subjected to the disciplinary consequences established by the Hartford Public Schools, up to and including suspension and expulsion.

Hartford Public Schools, in consultation with Capital Community College, shall provide the policies and regulations to be followed in handling school related matters.

Suspension and Expulsion/Due Process:

I. Definitions

A. **"Suspension"** means an exclusion from school privileges, for disciplinary reasons by an authorized member of the administrative staff. All suspensions will be in school suspensions, except that school administrators may impose out of school suspensions only in cases where:

(1) a student's conduct endangers persons or property or seriously disrupts the educational process; or (2) out-of-school suspension is appropriate for the student in light of previous disciplinary problems that have led to suspensions or expulsion of the student, and the administration's efforts to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. Suspensions may be for not more than ten consecutive days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed. For a student with disabilities who receives services under an individualized education program (IEP) or a plan under section 504 of the Rehabilitation Act, the planning and placement team (PPT) or the 504 team must meet to review the student's services and to conduct a manifestation determination if the suspensions constitute a significant change in placement as defined by federal and state statutes. A significant change in placement is defined as removal for more than 10 consecutive school days or a series of removals of more than 10 cumulative school days in a school year if the series of removals constitutes a pattern. School administrators must hold an informal suspension hearing for all suspensions.

B. **"Expulsion"** means the exclusion from school privileges for more than ten consecutive school days by the Hartford Board of Education provided such exclusion shall not extend beyond the length of one school year, normally 180 days. Such period of exclusion may extend to the following school year.

II. Actions Leading to Suspension or Recommendation for Expulsion

Any student whose conduct endangers persons or property or whose conduct on or off school grounds is seriously disruptive of the educational process or is in violation of a publicized school code of conduct shall be subject to discipline up to and including suspension or a recommendation for expulsion.

Under Connecticut General Statutes 10-233d, Hartford Public Schools must recommend expulsion for students: (1) found to be in possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school grounds or at a school-sponsored activity; (2) found to be in possession of a firearm on or off school grounds or found to have possessed or used such a firearm, dangerous instrument, deadly weapon or martial arts weapon in the commission of a crime; or (3) found to offer for sale or distribution on or off school grounds a controlled substance as defined under Connecticut General Statutes consistent with the Individuals with Disabilities Education Act, Connecticut General Statutes, 10-76a et seq., and 504 of the Rehabilitation Act.

Legal Reference:

C.G.S. Section 10-233a through 10-233f. Suspension, removal and expulsion of students

C.G.S. Section 53a-3 Definitions.

C.G.S. Section 53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Individuals with Disabilities Education Act

PA 10-111

6. Attendance Policy

As an early college high school, CCCMA is committed to preparing students for the demands of college education. Students are immersed into the campus community and are expected to possess the requisite maturity needed to navigate a college campus. Thus, CCCMA students are expected to meet the responsibilities associated with being a successful, independent learner. Courses offered at CCCMA require extensive classroom participation because interactions with faculty and peers are paramount to a student's academic achievement. Consistent attendance is essential to a student's success in the program. Consequently, CCCMA announces the following attendance policy:

Students who exceed the maximum number of allowable absences from any one course will be denied credit in that course. Loss of credit is as follows:

- Semester course that meets 3 days per week: loss of credit on the seventh absence
- Semester course that meets 2 days per week: loss of credit on the fifth absence
- Semester course that meets 1 day per week: loss of credit on the third absence

*A student is considered absent if he or she arrives more than 15 minutes late to class.

CCCMA students who are enrolled in direct college courses will be required to adhere to the attendance policies of that class and CCC, as outlined in the course syllabus, college catalog, and Student Handbook.

Student Responsibilities

Although family and school-based support is important, CCCMA views its students as young adults and as such the academy believes that it is ultimately the student's responsibility to attend classes consistently and participate constructively.

- Students are expected to seek the proper documentation regarding absences and late arrivals from a parent/guardian and submit this documentation to the main office in a timely fashion
- Students are expected to complete all class work and homework assigned during an absence.
- Students are responsible for obtaining their own make-up work during academic advising or seminar. For prolonged absences, the office will help by requesting and coordinating assignments from faculty.
- Students may be required to use a portion of their lunch hour to make up missed assignments due to absences.
- Students are responsible for learning and following CCC Student Disciplinary Rights and Privileges. They are responsible for following CCC procedures regarding student responsibilities.

Parent/Guardian Responsibilities

CCCMA is required to meet its responsibilities as a secondary education institution. Thus, parent/guardian contact and documentation regarding student attendance is a requirement of our program. The faculty and administration of CCCMA expect that parents/guardians will support us in our common goal to ensure the academic success of each student in the program.

- Parents/guardians must report all absences and late arrivals directly to the CCCMA main office. Calls should be placed no later than 8:00 AM. Calls placed prior to the academy's official opening can be accommodated by our voice mail system.
- A written note signed by the parent/guardian detailing the reason for the absence or late arrival is required upon the student's return to school. All notes should be brought to the main office.
- Parents or guardians must contact the school and speak with a GPA representative prior to giving student permission for an early dismissal. For planned early dismissals, students should bring in a note that day. For unplanned dismissals, a

note from a parent or guardian must be turned in upon the student's return to school.

CCCMA Faculty Responsibilities:

- CCCMA faculty will keep up-to-date and accurate attendance records for all students in all classes.
- CCCMA faculty will document the time of arrival for all students tardy to class.
- Upon the third absence in a class, the teacher will send home a letter for parent/guardian signature. This letter will document the parent/guardian's acknowledgement of our attendance policy and the potential loss of credit that would occur with an additional two absences in the semester.
- CCCMA faculty will be available for parent/student meetings to ensure the student's successful participation in all courses.

Loss of Credit Appeal Process:

At the conclusion of the semester, a request may be made to appeal the loss of credit with a review board consisting of at least three faculty members, and at least one support staff member. In the rare case that extenuating circumstances can be identified, the reinstatement of credit will only occur when formal documentation from a medical professional or other outside agency is submitted for review. If denied an appeal, the student and parent may appeal directly to the academy administrator.

7. Family and Community Engagement Policies

Family and community engagement is a two-way street where the school, families, and the community actively work together, creating networks of shared responsibility for student success. Family and community engagement is a tool that promotes civic well-being. This aspect strengthens the capacity of schools, families, and communities to support students' holistic development. CCCMA will engage in family and community engagement protocols and activities that will provide a common vision to increase student achievement and success. CCCMA family and community engagement policies and procedures will work towards increasing family and community stakeholder involvement in academy events, meeting, and programs as well as being the major conduit for providing academy information to stakeholders in a timely and concise manner in an effort to create a sound communications system. All stakeholders will have accessibility to academy information, events, and meetings through various means, such as the academy website, HPS and CCC websites, school phone messaging systems, and print media.

8. Human Resource Policies

Employees shall be hired by the Hartford Public Schools under the terms of Hartford Public Schools' policies, regulations and contractual obligations with their unions and/or employees. Supervision and evaluation of employees shall be done by Hartford Public Schools management in accordance with its contract with the Board of Trustees of the Community Colleges. Salaries and benefits shall be determined and set by the Hartford Public Schools. Capital Community College administration will take part in the hiring process of academy personnel. Dismissal procedures will follow policies set forth by the Hartford Public Schools and employees' respective unions.

CCCMA will look to target educators that have a focus and passion for the Early College model. The model will attract potential staff members due to the following:

- Small class sizes
- Early College approach
- Motivated students immersed in rigorous coursework
- Access to college faculty for professional collaborations
- Involvement in important academy decisions
- Use of state of the art technology

CCCMA will provide the following to retain personnel:

- Structured and sustained induction program
- Sustained and intense professional development opportunities
- Collegial and professional work environment
- Support from Hartford Public Schools and Capital Community College with regards to personal and professional growth

IV. SCHOOL VIABILITY

CCCMA will be located at CCC which is situated at 950 Main Street in downtown Hartford with numerous cultural and historic institutions and businesses in close proximity. CCC's historic, art deco eleven-story building on Main Street has a five-story atrium with skylight, an auditorium, a lecture hall, high-tech classrooms, College library, internet café, Wi-Fi access and a two section art gallery that features student as well as local artists.

CCC has created a facility master plan for an additional 50,000 -120,000 square feet that includes large instructional spaces to support 21st Century learning, student activity, recreation and physical fitness space needs. This plan includes accommodating up to 200 CCCMA students across College facilities.

Action Steps and Timelines

<u>MONTH</u>	<u>ACTION</u>
February	Market and recruit students
March	Review roster of potential students
March	Create Operational Plan
March	Create Budget
May	Hire Principal
May	Assign classrooms and offices
May	Finalize School Calendar
June	Hire Teachers/Staff
June	Arrange contract for uniform and parent ordering process
June	Develop course plans and schedules for students
June	Establish an email and computer network system
June	Establish Governance Board
July	Purchase necessary books/supplies/letterhead
July	Create a lunch program
July	Create and implement an assessment procedure and process
August	Meet and greet accepted students and parents/Facility Tour
August	Establish busing contract and arrangements
August	Create a plan to greet and direct students on first day
August	Create a website or webpages

CALENDAR YEAR ONE

JULY							AUGUST							SEPTEMBER						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2		LD	2	CB	4	5	6
6	7	8	9	10	11	12	3	4	OH	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	SS	26	27	28	29	30	28	29	30				
							31													

OCTOBER							NOVEMBER							DECEMBER						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	WR	WR	WR	WR
26	27	28	29	30	31		23	24	25	26	TB	TB	TB	WR	WR	WR	WR			
							TB													

JANUARY							FEBRUARY							MARCH						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				WR	WR	WR	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	OH	PD	14	8	SB	SB	SB	SB	SB	SB
11	12	13	14	15	16	17	15	16	17	18	19	20	21	SB	16	17	18	19	20	21
18	MK	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				

APRIL							MAY							JUNE						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	GF	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	CE	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	LD	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	MD	26	27	28	29	30	28	29	30				
							31													

Open House	OH	August 5	Start of School	SS	August 25
Labor Day	LD	September 1	College Begin	CB	September 3
Thanksgiving	TG	November 27-30	Winter Recess	WR	December 24 – January 4
Martin L. King	MK	January 19	Open House	OH	February 12
President Day	PD	February 13	Spring Break	SB	March 9 -15
Good Friday	GF	April 3	College End	CE	May 9
Memorial Day	MD	May 25	Last Day School	LD	June 19

To insure optimum opportunities for students, CCCMA will incorporate a two semester schedule to align with CCC.

CALENDAR YEAR TWO

JULY							AUGUST							SEPTEMBER						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1			1	2	CB	4	5
5	6	7	8	9	10	11	2	3	4	OH	6	7	8	6	MD	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	SS	25	26	27	28	29	27	28	29	30			
							30	31												

OCTOBER							NOVEMBER							DECEMBER						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	TG	TG	TG	20	21	22	23	WR	WR	WR
25	26	27	28	29	30	31	TG	TG					WR	WR	WR	WR	WR			

JANUARY							FEBRUARY							MARCH						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					WR	WR		1	2	3	4	5	6			1	2	3	4	5
WR	4	5	6	7	8	9	7	8	9	OH	11	PD	13	6	SB	SB	SB	SB	SB	SB
10	11	12	13	14	15	16	14	15	16	17	18	19	20	SB	14	15	16	17	18	19
17	MK	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	GF	26
24	25	26	27	28	29	30	28	29					27	28	29	30	31			
31																				

APRIL							MAY							JUNE						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	CE	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	LD	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	MD	31				26	27	28	29	30			

- | | | | | | |
|----------------|----|----------------|-----------------|----|-------------------------|
| Open House | OH | August 5 | Start of School | SS | August 24 |
| Labor Day | LD | September 6 | College Begin | CB | September 3 |
| Thanksgiving | TG | November 26-30 | Winter Recess | WR | December 24 – January 3 |
| Martin L. King | MK | January 18 | Open House | OH | February 10 |
| President Day | PD | February 12 | Spring Break | SB | March 7 -13 |
| Good Friday | GF | March 25 | College End | CE | May 6 |
| Memorial Day | MD | May 30 | Last Day School | LD | June 17 |

Fiscal Year	2014/15	FTE	2015/16	FTE	2015/17	FTE	2015/18	FTE	2015/19	FTE
GENERAL										
Certified Salaries	148,004	2.0	152,444	2.0	231,019	3.0	311,952	4.0	395,312	5.0
Part time Certified Salaries	4,000	-	4,000	-	4,000	-	6,000	-	7,500	-
Non-Certified Salaries	-	-	-	-	-	-	-	-	-	-
Total Salaries	152,004	2.0	156,444	2.0	235,019	3.0	317,952	4.0	402,812	5.0
Fringes	45,601		46,933		70,507		95,385		120,843	
Total Fringe Benefits	45,601		46,933		70,507		95,385		120,843	
Parent Activities	500		500		500		700		700	
Other Prof Tech. Svs/MHIS	4,500		4,500		5,000		6,500		6,500	
Communications	700		700		700		700		700	
Supplies and Materials	-		2,462		2,500		3,500		5,000	
Mandated Compensation Education	-		5,226		5,240		6,000		6,500	
Facilities	57,995		44,535		72,286		91,598		66,337	
Equipment	-		-		-		-		-	
Other Expenses	-		-		-		-		-	
Total Operating Expenses	63,695		57,923		86,226		108,998		85,737	
Total General Fund	\$ 261,300	2.0	\$ 261,300	2.0	\$ 391,752	3.0	\$ 522,335	4.0	\$ 609,392.00	5.0
MAGNET										
Certified Salaries	260,000	3.0	267,800	3.0	349,836	4.0	497,341	5.0	573,208	6.0
Part time Certified Salaries	-	-	-	-	-	-	-	-	-	-
Non-Certified Salaries	-	-	-	-	50,000	1.0	51,500	1.0	53,045	1.0
Total Salaries	260,000	3.0	267,800	3.0	399,836	5.0	548,841	6.0	626,253	7.0
Fringes	78,000		80,340		119,950		164,652		187,876	
Total Fringe Benefits	78,000		80,340		119,950		164,652		187,876	
Parent Activities	-		-		-		-		-	
Other Prof Tech. Svs/MHIS	-		-		-		-		-	
Communications	-		-		-		-		-	
Supplies and Materials	20,000		14,366		20,000		10,000		10,000	
Mandated Compensation Education	5,225		-		-		8,730		9,500	
Facilities	10,945		24,415		31,222		46,282		71,543	
Equipment	-		-		-		-		-	
Other Expenses	17,450		4,699		16,620		5,000		8,916	
Total Magnet Expenses	53,620		43,480		67,842		70,012		99,959	
Total Magnet Fund	\$ 391,620.00	3.0	\$ 391,620.00	3.0	\$ 587,628.00	5.0	\$ 783,505.00	6.0	\$ 914,088.00	7.0
OTHER										
Certified Salaries	-	-	-	-	-	-	-	-	-	-
Part time Certified Salaries	-	-	-	-	-	-	-	-	-	-
Non-Certified Salaries	-	-	-	-	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-	-	-	-	-
Fringes	-		-		-		-		-	
Total Fringe Benefits	-		-		-		-		-	
Parent Activities	-		-		-		-		-	
Other Prof Tech. Svs/MHIS	-		-		-		-		-	
Communications	-		-		-		-		-	
Supplies and Materials	-		-		-		-		-	
Mandated Compensation Education	-		-		-		-		-	
Facilities	-		-		-		-		-	
Equipment	65,000		5,000		30,000		5,000		5,000	
Other Expenses	-		-		-		-		-	
Total Other	65,000		5,000		30,000		5,000		5,000	
Total Other Fund	\$ 65,000	-	\$ 5,000.00	-	\$ 30,000	-	\$ 5,000.00	-	\$ 5,000.00	-
Grand Total all Funds	\$ 717,920	5.0	\$ 657,920.00	5.0	\$ 1,009,380	8.0	\$ 1,310,840	10.0	\$ 1,528,480.00	12.0
Estimated Revenues Enrollment	652,920		652,920		979,380		1,305,840		1,523,480	
Other Sources	65,000		5,000		30,000		5,000		5,000	
Suplus(Deficit)	\$ -		\$ -		\$ -		\$ -		\$ -	
Student Enrollment Projection	60		60		90		120		140	
	10,882									

V. SCHOOL BUILDING AND FACILITIES

Educational Setting

Students at CCCMA have access to facilities at Capital Community College such technology and science labs and the college library. CCCMA will occupy designated spaces within the college environment that will include classrooms and offices.

CCCMA students are not segregated from the CCC community in any way, and thus, must demonstrate the requisite maturity needed to navigate a college campus and downtown Hartford. Unlike traditional high school settings, there are no bells; consequently, students must be responsible, independent learners in order to succeed in this environment. CCCMA is designed to prepare students for the “college experience” prior to their exit from high school. We believe our students are will be well prepared for success in higher education. As CCCMA graduates, they will have demonstrated their ability to handle the freedoms of a college campus and the demands of college coursework through our early college program.

School Hours:

Regular School Day	8:00 AM – 2:20 PM
Early Dismissal Day	8:00 AM – Noon

School Closings and Delays

CCCMA will follow HPS protocols for all school delays. Because CCCMA is located on the campus of CCC, the Academy will be closed if the college is closed due to inclement weather or safety concerns on campus. In the event of an HPS closure and CCC opening, students enrolled in direct college courses will follow the opening and closing schedule of CCC and will be required to provide their own transportation to class if needed.

Transportation

Transportation for CCCMA students is provided in accordance with each individual sending district.

Bus privileges are extended to students conditional on their satisfactory behavior on the bus. Students are hereby advised that they may be suspended from transportation services for unsatisfactory conduct while waiting or receiving bus transportation to and from school that endangers persons or property or violates HPS policy or administrative regulations. Video surveillance may occur on school buses.

