



Museum Academy Magnet School

A program of the Capitol Region Education Council

2018- 2019

Student-Parent Handbook Kindergarten-Grade 5

Museum Academy
11 Turkey Hill Road
Bloomfield, CT 06002
www.crecschools.org/crec-museum-academy

Capitol Region Education Council
111 Charter Oak Avenue
Hartford, Connecticut 06106
(860) 247-2732 www.crec.org
Executive Director: Dr. Greg Florio
Superintendent of Schools: Timothy Sullivan

Principal: Mrs. Shandra L. Scott-Brown
Assistant Principal: Barbara Perrone
504 Coordinator: Jennifer Parker
Title IX Coordinator/School Climate
Specialist: Barbara Perrone
School Climate Specialist: Barbara Perrone

In compliance with regulations of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Civil Rights Act of 1987, and the Disabilities Act of 1991, CREC has policies to ensure equal education opportunities for all students. Students have the right to participate fully in classroom instruction regardless of age, gender, race, religion, national origin, color, disability, marital status or sexual orientation.

Tel: (617) 289-0111 Fax: (617) 289-01

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

Office for Civil Rights/Boston
Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110

Dear Museum Academy Families:

On behalf of the staff and myself, I am pleased to welcome you to the 2018 – 2019 school year! We are looking forward to a dynamic partnership with you to ensure our students achieve their highest potential. We share the responsibility for our students' achievement and want you to know that we will do our very best to ensure your child's success.

The handbook includes policies and procedures intended to ensure a positive, safe, and productive school year. It has been compiled to reflect specific organizational policies and procedures established by CREC and Museum Academy. School rules and expectations are carefully designed to protect our students' best interests and rights.

The goal of Museum Academy is to provide a comprehensive and challenging museum based learning experience for all students in grades PreK -5. This approach will enable students to learn naturally in environments that support guided exploration and discovery, encourage meaningful apprenticeships and artifacts, and foster positive interactions with peers.

We, the staff at Museum Academy and Capitol Region Education Council, are pleased to present to you the Museum Academy Student/Parent Handbook.

If you should have any questions or concerns, please contact us at 860-231-7800 or email us at Shandra Brown- s.brown@crec.org, Barbara Perrone- bperrone@crec.org.

We look forward to a wonderful year of learning.

Sincerely,

Shandra Scott-Brown

Shandra L. Scott-Brown, Principal

Barbara Perrone

Barbara Perrone, Assistant Principal

2018-2019 Student-Parent Handbook

EQUAL OPPORTUNITY

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

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

Museum Academy Magnet School at a Glance

Museum Academy Description

Museum Academy provides a comprehensive and challenging museum-based learning experience to all students in grades preK-5. This approach will enable students to learn naturally in environments that support guided exploration and discovery, encourage apprenticeships and artifacts, and foster meaningful interactions among peers.

Museum Academy collaborates with a number of partners from the Greater Hartford area and beyond to design and implement diverse cultural programming for our students and school. Museum Academy learners will not only visit museums, but will learn how to "see" in a museum: explore an artifact, analyze a painting for more than its artistic beauty, and demonstrate one's own learning in the professional manner of a museum exhibit.

Students explore research, create, and present museum quality exhibits to share with the school and the community. Student docents present their knowledge and understanding of content through a tour of their hand created artifacts showcased in exhibitions. Classrooms, as well as school-wide exhibits, will serve to transform the school into a museum through the infusion of exhibits and artifacts throughout the building.

The school will provide effective museum learning by utilizing:

- Museum expeditions and exhibitions
- Visual Thinking Strategies
- Project Based Learning
- Student artifact building
- Museum partner programming

Museum Academy Mission Statement

Museum Academy fosters independent thinking in a creative and challenging museum- based environment by providing an innovative curriculum infused with art, museum partnerships and museum methods. Our school is a safe, supportive environment where every child is a masterpiece.

Our Mission is to:

- Provide students with a rigorous academic program that will prepare them for success
- Provide an educational environment that will strengthen students' social and emotional development
- Foster learning and enrich the lives of the students through discovery, exploration and creation
- Reduce the racial and socio-economic barriers and create a quality integrated learning environment for all students

VISION STATEMENT

Museum Academy strives to create an environment that instills passionate curiosity, nurtures creative problem solving, cultivates critical thinkers and embraces cultural awareness in ways that bring success to all students.

The learning environment at Museum Academy is driven by the following core principles:

- Critical thinking
- Collaboration
- Communication

MAGENT STANDARDS:

Students at Museum Academy will:

- Actively engage and interact with various museum, cultural institutions, and performing arts
- Become “museum researchers” who utilize primary, secondary, and museum resources to understand the core curriculum and beyond
- Visually display work in a museum-like way that explicitly illustrates knowledge, skills, including writing for a museum audience
- Actively engage in Gold Standard Project Based Learning (PBL) that demands critical thinking, collaboration, and communication
- Know and use evolving 21st century skills to support college and career readiness

INSTRUCTIONAL FOCUS: Preparing our Students for the 21st Century

Our instructional focus will be driven by three key ideas integral to the Common Core State Standards:

- **ELA/Social Studies/Science**

All students will engage in inquiry by posing questions, conducting research, drawing conclusions, developing arguments and expressing their ideas clearly and coherently for an audience. All teachers, across grades and subjects are to support this learning outcome.

- **Math**

All students will make sense of and persevere in solving math problems so that mathematical modeling is evident and mathematical reasoning is articulated. All teachers, across grades and subjects are to support this learning outcome.

- **Magnet**

All students will engage in Gold Standard Project Based Learning (PBL) with the support of technology and museums. All teachers, across grades and subjects are to support this learning outcome.

MUSEUM PARTNERSHIPS

Unique to Museum Academy is the development of partnerships formed with local museums. These partnerships with local museums will continue to be formed in order to create curricula that embed museum themes and units with district and state standards. These partnerships will provide our school with a solid foundation for using the School Museum Process as a learning model for our school and academic enhancement. The museum studies (or units) will develop into long term projects culminating in the creation of student artifacts, student exhibits, and classroom displays.

Visits to local museums are essential to our learning community. They are used as springboards to meaningful exploration and access to standards-based education in all areas of the curriculum. Teachers involve students in dynamic learning and rigorous academic content through the museum model. Students research, create, and present museum-quality exhibits that showcase their knowledge, understandings and skills with other students, families, staff, and community members through formal exhibits.

At Museum Academy, grade levels will research and organize up to three exhibits per year that focus on themes reflecting curriculum requirements thereby transforming the school into a museum. Student projects support and showcase our school's unique approach to student knowledge and understanding, with student work displayed.

Current Museum Partnerships

- Artists Collective Hartford, CT
- Connecticut Historical Society and Museum Hartford, CT
- Wadsworth Athenaeum Hartford, CT
- Butler-McCook House and Garden Hartford, CT

ADMISSION AND REGISTRATION

1. A lottery will be held in the spring by the Regional School Choice Office, <http://magneteducation.org>. Admission to Museum Academy is processed in accordance with RSCO application guidelines.
2. Preference will be given, but not guaranteed, to siblings of current students at Museum, provided the application is received before the application deadline. Current students are defined as students enrolled in the school during the same year in which the sibling is enrolled. Limitations based on class size will always take priority over sibling preference.
3. If there is a change in residency, the office must be notified.
4. Registration Requirements
 - Two documents showing proof of residence, such as a utility bill and lease/mortgage;
 - Birth certificate or passport may be used for proof of birth (if child is coming from outside the United States);
 - A copy of the child's most recent report card (if applicable);
 - Social Security Number

In accordance with CREC policies and procedures regarding admission and registration, please note the following:

If a parent withdraws a child who is enrolled in Prekindergarten through grade 5, they must withdraw all siblings. This is in direct correlation to the current established sibling preference policy.

ADMINISTRATION OF MEDICATION

Parents of students requiring medication during school should contact the school nurse Mrs. Frankie Joiner at fjoiner@crec.org. Special forms are required to permit the administration of medicine in school; they are available from the school nurse. All CREC Magnet Schools follow the State Statutes, regulations and guidelines established by the CT State Department of Education and the Department of Health regarding the carrying, use and dispensing of medications. Students are allowed to carry Epi pens, inhalers, diabetic testing materials and medication.

ANIMALS IN SCHOOL

In accordance with CREC policy (6163.3), as well as, a directive from the CREC Medical Director, "no student shall bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and principal, in order to protect both the animal and the students. Teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes or other animals which might present a health hazard shall not be allowed without prior approval of the principal and then only for class observation and study for a limited period of time."

ASBESTOS

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

ASSEMBLIES

Assemblies are held throughout the year for various reasons. Students are required to attend assemblies. Students who have religious reasons or refuse to take part in the program for other reasons will be supervised in another area.

Students are expected to act appropriately and abide by the following rules:

- Enter and exit quietly and quickly
- Be quiet and attentive
- Be polite
- Sit with your class and your teacher
- Show appreciation by applauding at the appropriate time and in an acceptable manner.
- Display respect for the people presenting and those around you

ATTENDANCE

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

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

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

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

EXCUSED ABSENCE

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

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials. (Doctor's note, legal paperwork, death certificate,
Your child is considered truant if he/she has four or more unexcused absences in a month or ten unexcused absences in a year.
- B. Students receive an excused absence for the tenth absences and all absences thereafter, only when they are absent from school for the following reasons:
 1. Student illness (verified by a licensed medical professional) regardless of the length of the absence.
 2. Students observance of a religious holiday.
 3. Death in the student's family or other emergency beyond the control of the student's family.
 4. Court appearances which are mandated. (Documentation required)
 5. The lack of transportation that is normally provided by the district
 6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines

UNEXCUSED ABSENCES

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

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

ATTENDANCE PROCEDURES

- School day **begins** at
 - 8:30 a.m.
- Any student arriving late is considered **tardy**
 - after 8:40 a.m.
- School **dismisses** at
 - 3:00 p.m.

- **Ten accumulated absences** may result in an attendance meeting with administration. The goal of the attendance meeting will be to create an action plan to support the student's regular attendance at school. The school social worker and school nurse may be in attendance to support the creation of the plan. Additionally, another goal of this meeting is to work collaboratively with the family. If however, the parent/guardian does not support the effort to address the attendance issue, the school may seek further support from outside agencies/resources.
- Parents/Guardians are required to contact the school secretary or nurse when students will be out for any reason. When students are not called out the school will attempt to reach the family as a safety precaution, however, this will not excuse the absence.

ATTENDANCE/TRUANCY

A student age five to eighteen** inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations.

BEHAVIORAL EXPECTATIONS, CONDUCT & DISCIPLINE

CREC Magnet Schools cultivate the mind, body and heart of each student. We have a shared vision and coordinated plan for promoting, enhancing and sustaining a positive school climate. Each member of the faculty and staff understand their individual role while applying a systematic approach to developing an environment that fosters optimal academic engagement and well-being for all students.

CREC Magnet School *parents and staff* work together to:

- Promote a positive and successful educational experience for every child
- Embrace diversity
- Ensure students are college and career ready
- Foster self-confidence and self-discipline in our students
- Connect success in school to future successes in life
- Develop global awareness
- Guide students through conflicts, encourage them to restore trust and rebuild relationships
- Value and support students through disciplinary issues

CREC Magnet School *students* will:

- Demonstrate honor, respect and responsibility in their actions and decisions
- Embrace diversity
- Develop self-confidence and self-discipline
- Connect success in school to future successes in life
- Develop global awareness

- Reflect on conflict, seek ways to restore trust and rebuild relationship
- Work with teachers, administrators and parents when school rules are violated to restore environment and relationships

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration and excitement of knowledge. We believe that strong academics are positively linked with appropriate learning behaviors while students are in school. We expect school rules to be followed and will work in partnership with students and families should an issue arise.

BULLYING

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

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

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

Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action. A copy of this school's safe school climate plan may be found at the school's main office. The complaint procedure is also posted on the District's website and the school website.

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

The Safe School Climate Specialist is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school. See forms at end of handbook to report bullying.

BIRTHDAY CELEBRATIONS

Birthdays and other celebrations are special occasions for children. Parents should be mindful of the district's nutritional policy as well as the dietary restrictions of students in the classroom. These recognitions are short (ten minutes) and limited to the classroom community. We request that you inform the teacher at least one week in advance of the event and what you plan on providing to the class. The teacher will then be able to arrange a time and date for you to come in. **Please, no surprises!** We have many children with food allergies and medical conditions. Suggested alternatives to food treats include: pencils, notebooks, book marks, stickers, colored pencils, craft project or reading a book to the class. **Birthday party invitations are not to be distributed at school. Please send such invitations via the U.S. Mail system.**

BREAKFAST AND LUNCH PROGRAM

Bloomfield Food Services will be providing the Breakfast/Lunch Programs for this upcoming year. The school meal prices for paid students for this upcoming school year are as follows:

Elementary Breakfast	\$1.50	Reduced-Price Breakfast	\$.30
Elementary Lunch	\$2.75	Reduced-Price Lunch	\$.40
Student Milk	\$.50		

Breakfast

All students can participate in the breakfast program to start their day. The breakfast program is available for a fee (see above). This is a great program that ensures that every student starts their day with a nutritional meal.

Lunch

Students may elect to bring their lunches from home or buy school lunch (see above for fees). Lunches brought from home MAY NOT be heated in any microwave at school. We discourage fast foods (McDonalds, Taco Bell, etc.) in the cafeteria. Carbonated drinks are not allowed in the cafeteria or for snack in the classroom, nor are glass containers.

Payment for student lunches can be made using a credit card at www.MySchoolsBucks.com.

BUS REGULATION

Children should be at the designated stop before the posted time, and they are expected to ride only on the bus to which they are regularly assigned and to get on and off at their regular bus stop. If it becomes necessary to deviate from this routing for emergency reasons, permission must be obtained from the school office. The drivers are in charge of the bus and have a teacher's authority and responsibility over all children riding therein while traveling to and from school. They are required to enforce all rules and regulations adopted by school authorities for the conduct of all pupils transported.

The school administrator may suspend a child from transportation services for up to 10 days (see procedures and rules below for more information).

Bus Safety Expectations

Safety rules are strictly enforced on the buses. There is a set of consequences for times when students do not follow the bus rules. Please reinforce bus procedures with your child at home.

Waiting for the Bus

1. Arrive early enough at the bus stop to avoid running across the street to catch the bus.
2. Walk on the sidewalk or any safe area off the road.
3. Do not play with balls, toys, jump ropes, etc. at the bus stop.

Boarding the Bus

1. Wait until the bus comes to a complete stop before boarding.
2. Enter the bus in a single file line, without pushing or crowding.
3. Go directly to a seat and sit down immediately

While on the Bus

1. Listen and follow the driver's instructions at all times.
2. Act respectfully. Do not tease or taunt other children.
3. No fighting or pushing.
4. Stay seated while the bus is moving; no changing seats; kneeling or facing backwards.
5. Keep the aisles clear.
6. Talk quietly.
7. Keep hands, arms, and heads inside the bus.
8. Never throw objects out the windows.
9. Do not eat or litter on the bus.

Leaving the Bus

1. Stand up only when the bus comes to a complete stop.
2. Leave the bus in a single file line; without pushing or running.
3. Always cross the street in front of the bus. Walk far enough away that you can see the driver's face.
4. Always look both ways before crossing the street.

Consequences for not following Bus Expectations

1. If your child does not follow the bus rules and expectations outlined above and have not listened to the driver's warnings to behave properly on the bus, the driver will issue a referral notice.
2. Please remember that riding the bus is a privilege.
3. Because student misbehavior can endanger the safety of others on the bus, it is a natural consequence for the student to have this privilege taken away from them.

The following procedures are followed when a bus behavior referral is made to the principal:

1st Offense Written warning to student and notification made to parents. Warning slip must be returned to the principal upon arrival at school the following day. (Please note that the driver typically speaks to students several times about inappropriate behaviors before making a written report.)

2nd Offense Student may be relieved of privilege to ride (1-5 days) pending meeting/ between student, parent and administration.

3rd Offense Student will be relieved of privilege (up to 10 days) pending meeting/ between student, parent and administration.

Serious misbehavior such as fighting, destruction of property, etc., may result in immediate loss of riding privilege, as well as a school suspension. Parents are responsible for transportation when the child has lost the privilege to ride the bus.

All rules of proper behavior are in full force at bus stops. All complaints concerning school transportation safety are to be made to the CREC Transportation Department. A written record of all complaints will be maintained and an investigation of the allegations will take place.

CELL PHONES/VALUABLES

Parents and students should be aware that bringing valuable items to school increases the risk that the item could be lost or stolen. Cell phone and portable music devices should be kept in locker during academic periods unless directed by a teacher for learning and/or instructional purposes.

Parents are encouraged to refrain from contacting, emailing, sending text message or otherwise reaching out to their child via electronic devices during the day and instead, contact the school directly for urgent issues. Students that bring electronic devices to school bear the burden and responsibility for device management and security. CREC Museum Academy does not assume responsibility for lost, stolen, or damaged student electronic devices. Students should leave valuable items at home. If a student is using a cell phone during the school day, the phone will be confiscated and the parent/guardian notified.

CHEATING/PLAGIARISM (Academic Dishonesty)

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

CHILD ABUSE

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

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

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

CLASSROOM PLACEMENT

Classrooms must promote student success; therefore, careful thought and consideration are given to class placements. In forming classes, the staff gives major consideration to balancing the classes with regard to numerous factors, which include, but are not limited to the following:

- Learning styles
- Teaching styles of teachers
- Potential peer conflicts
- Racial/ethnic balance
- Academic strengths and needs
- Language ability
- Number of boys and girls

We recognize that some parents have preferences for their child's placement. Please trust our staff to balance classes in the best interest of all students.

CLASSROOM VISITS

Parents are welcome to arrange a time (**at least 24 hours in advance**) to visit their child's classroom. Administrative approval is required and the time of visitation will be scheduled with the teacher(s). All parents must check in through the front office. For the safety of all students, we must know where parents are in the building at all times. To ensure that the learning environment is not disturbed, visits must not exceed 30 minutes. The parent must only be a spectator and may not engage with any student or teacher during the observation unless arranged with the teacher. All student information is confidential and should remain confidential. All visitors must sign a confidentiality agreement to be granted permission to conduct an observation or visit during instructional day.

CHANGE OF ADDRESS: HOME OR WORK TELEPHONE PHONE

If you should move or change your telephone numbers (home, work or cell), please notify the school office **immediately**. It is important that parents keep their children's records up to date.

Confidentiality Policy

This confidentiality policy has been adopted to ensure confidentiality and protection of individual rights to privacy for children, families and employees of The Museum Academy. The individual dignity of children, families and employees shall be respected and protected at all times in accordance with the law. Information about children, families or employees must not be divulged to anyone other than persons who are authorized to receive such information. This policy extends to both internal and external disclosure.

Confidentiality of Children's and Families' Information

- All children's records must be kept in a secure file.
- Access to children's records is limited to appropriate employees and agencies.
- Children's records must not be removed from the school.
- Children's records must never be left out on desks, tables, etc. where other people may have access to them.
- Children's or families' private information must never be discussed among employees except on a need-to-know basis. Employees must be particularly aware of their surroundings when discussing this information. Special caution must be taken to be sure other children, families or employees do not overhear information that is private.

CONTACTING TEACHERS

Faculty may not be interrupted during instructional hours. Please leave a message with the main office by calling (860) 231-7800 and press 0 or email staff.

COMMUNICABLE DISEASE

If your child has a fever (100 degrees or higher) please keep them at home until s/he is free of fever for 24 hours without the use of a fever reducer. If your child has been vomiting and having diarrhea, please keep them home until 24 hours after their last episode and able to eat a meal.

The following illnesses may require students to be sent home by the nurse:

- Vomiting and/or diarrhea—students may return 24 hours after last episode
- Fever—100 degrees or higher—student may return after 24 hours fever free
- Severe or continuous cough
- Rash on body or face
- Conjunctivitis (pink eye) student may return after 24 hours on medication and a note from the physician
- Impetigo –student may return after 24 hours on medication and a note from the physician
- Strep-student may return after 24 hours on medication and a note from the physician
- Lice-student may return after treatment. Proof of treatment is needed by the school nurse (empty, labeled, treatment bottle) as well as examination by the school nurse. The school will notify parents if there are numerous cases of lice in the classroom.
- Scabies- student may return after 24 hours of treatment and a note from the physician. The nurse will notify parents if there are numerous cases of scabies in the class.

- Ringworm on the body- student may be at school while being treated. Antifungal treatment must be in place and the area must be covered while at school. The nurse will notify parents if there are numerous cases in the class.
- Ringworm of the scalp- student may return to school after 24 hours on prescribed medication and a note from the physician. The nurse will notify parents if there are numerous cases in the class.
- Fifth's Disease- student will be allowed in school except if feverish.
- Other childhood illness- student allowed in school per consent of physician.

DANGEROUS WEAPONS/ INSTRUMENTS

No guns, knives or any other objects, including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. "Look-a-like" weapons which may evoke a response causing bodily harm are prohibited. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school activity will be expelled from school.

Reference: PA 94-331 amended C.G.S. 10-233d and requires expulsion of a student who brings a deadly weapon to school.

PA 95-304 amended C.S.G. 10-233a through 10233f and requires expulsion of a student for a calendar year if the student is found to be in possession of a deadly weapon on school grounds.

PA 96-244 adds martial arts weapons possession as cause for expulsion (C.G.S. 10-233d)

DISMISSAL PROCEDURES (Arrival and Dismissal)

Museum Academy School is committed to ensuring a safe arrival and dismissal for each student. The following procedures have been established for this school year. We feel confident that parents will support our new security measures as we strive to maintain the safest possible environment possible.

The first few days of school will be a little stressful for your child due to all the excitement of meeting new friends and being in a new environment. We are aware that the transition back to school may be a little hard for some students and wanted to reassure parents that your child's teacher has been highly trained to support your child through the transition into the school environment. The sooner students bond with their peers and their teacher the more successful they will be in school.

Please talk to your child about what he or she is to expect and help them soothe their anxiety by reassuring them that school is a fun and safe place to learn and grow.

BUILDING VISITATION

In the best interest and safety of the children, **visitors to the school are required to sign in at the building's main office.** To ensure the highest level of safety and security, parents will not be permitted to walk students to the classroom during arrival and dismissal unless special circumstances require otherwise.

BUS/VAN/ARRIVALS

Bus/van students will be dropped off at the bus loop between 8:15am - 8:30am. Students using these modes of transportation will be dropped off in the bus loop and will be directed into the school.

CAR RIDERS ARRIVAL (Two options)

Students transported to school by car should be dropped off no earlier than 8:15am. Families may drop off their child using the valet service at the rear of the school.

Families are asked to not drop off their child in the school's parking lot. This is not a safe area for children to exit and enter a vehicle unaccompanied by an adult.

1. VALET SERVICE (Drop-off and Pick-up) REAR of the Building

Museum Academy is excited to offer families arrival and dismissal valet service. Museum Academy Valet offers an efficient, curbside drop-off and pick-up for our Pre-Kindergarten through -5th grade students. Valet service will occur in the parking lot to the left as you enter the school.

AM Drop Off: *Begins at 8:15am and ends at 8:40 sharp*

- Pull forward in the valet lane and allow your child to exit the vehicle onto the sidewalk.
- Pull forward as far as you can in the driveway loop
- Do not get out of the car as this will slow down the entire process.
- Exit to the right

PM Pick Up: *Begins at 3:00pm and ends at 3:15*

Students using the valet will be escorted to their waiting vehicle by a staff member

- Remind your child to be on the **lookout** for your vehicle. Place a placard with your child's name in the passenger side dash.
- Pull forward as far as possible in the valet lane, give your child's name to the valet; the valet will page your child and assist in loading.
- Please be on the lookout for pedestrians and proceed with caution.
- Please avoid texting or talking on your cell phone while in the parking lot.

2. PARENT PARK AND WALK UP PROCEDURES

Museum Academy Families wanting to walk their students to the school courtyard and/or office should utilize this option.

- Parents must park in the parking lot or use second loop (carpooling loop)
- Parents need to walk with their students in the parking lot and ensure that their student does not run into oncoming traffic.
- Parents must cross at the designated crosswalk areas. A staff member will alert you when it is safe for you and your students to cross.
- Walk with your child across the courtyard and to the middle entrance of the school.
- A staff member will escort students into the building and to their classrooms.

DRESS CODE

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.

*Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, malodorousness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited.

EARLY INTERVENTION

The Early Intervention Project (EIP) was initiated in 1985 by the Connecticut State Department of Education. The purpose of the project was to develop a system within schools to provide greater support and interventions to benefit students experiencing academic, behavioral, or social difficulties in the general classroom. The Early Intervention Project uses a team approach to provide prompt and sustained support to classroom teachers who request assistance with a student. The goal is to quickly address the needs of the student to ensure her/his success in school.

Key Components of Early Intervention

- Effective, research-based, general education programs implemented with fidelity.
- School climate that nurtures the physical, social-emotional, and intellectual development of all students.
- Universal common assessments to monitor student progress and to assure that all students receive appropriate instructional programs based upon their strengths and needs.

- Team analysis of assessment data to determine areas in need of improvement in the general curriculum and to identify the specific needs of individual students.
- Collaboration of professional staff to determine and implement targeted, research-based instruction and interventions with measurable outcomes and frequent progress monitoring.
- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers.

E-MAIL

All employees have a CREC assigned e-mail address. You can reach any staff member directly through e-mail. Classroom teachers will inform you of their contact information during the first week of school. If you wish to email any staff member, please go to our school web site teacher pages. <http://www.crecschools.org/our-schools/crec-museum-academy/meet-our-teachers/>

EMERGENCY EVACUATION

In the unlikely event of an emergency evacuation from Museum Academy, students will be transported per the direction of Bloomfield Emergency Management Service (Bloomfield Police and Fire Department).

This arrangement is not to be confused with the procedure for a closing of school due to inclement weather.

EMERGENCY SCHOOL CLOSING DUE TO INCLMENT WEATHER

In the event of an emergency early closing, an announcement will be broadcast over major radio and television stations. Announcement for school delays or closings can be heard and/or viewed on the following media: Radio – WTIC (AM & FM), Television – WFSB, NBC, ABC or by logging onto their websites. Parents will also be notified by CREC Museum Academy School Messenger notification system.

Please be sure that your child knows what to do and where to go in the event of an emergency school closing.

Please be sure to inform the school immediately regarding any changes in home or work telephone numbers or regarding any changes in your emergency contact person.

PLEASE DISCUSS ARRANGEMENTS WITH YOUR CHILD BEFORE A PROBLEM OCCURS.

ENGLISH LANGUAGE LEARNER STUDENTS

For those students for whom English is a second language, all CREC Magnet Schools have a program to assist in the development of speaking skills and literacy in English and in mastering the same academic content required of all other students, e.g. language arts, literature, mathematics, science and social studies. If you believe your child needs assistance with English as a second language, please contact Marilyn Tucker (mtucker@crec.org), CREC Supervisor of English Language Services.

EXPLUSION

This is the exclusion from all school privileges for more than ten days with limits to no more than 183 days. The Board of Directors may recommend to the sending school district to expel any student whose conduct endangers persons or property or is seriously disruptive to the educational process, or repeatedly violates any of the school's policies or procedures. A student is entitled to an expulsion hearing where the student and/or his or her parent or legal guardian will be able to respond to any of the charges placed on him/her.

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

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

Reference section 51114a, b, c of CREC's policy and regulations.

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. The signal for a fire drill is a constant blast on a special horn. When the alarm sounds, students are to precede along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given.

HOLIDAY OBSERVANCES

CREC schools welcome cultural celebrations as they help to strengthen bonds between school life, families and communities. While significant classroom time is generally not devoted to holidays, recognition of seasons and cultures from an educational point of view are integrated through our arts programming. Additionally, the CREC calendar honors particular national holidays throughout the school year.

HOMELESS STUDENTS

Under the McKinney Vento Federal Act Homeless students are defined as those lacking a “fixed, regular and adequate nighttime residence”. Students meeting this definition are protected and have the right to maintain their educational placement, are eligible for free school meals and for Title 1A services. If you believe your family meets this definition, please contact the school Liaison for Homeless Students (Jennifer Parker at jparker@crec.org).

HEALTH SCREENING

The following health screenings are required by State Law to be completed each year. If your child fails the initial screening and rescreening, notification will be sent to the parent for a follow-up assessment with appropriate medical personnel. Parent notification will occur prior to screening.

VISION: Grades PreK, K, 1, 2, 3, 4, and 5.

HEARING: Grades PreK, K, 1, 2, 3, 4, and 5.

Any request for exemption from health screening (s) must be made in writing by the parent or guardian. Such request will be kept in the health record.

HOMEWORK

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student's work in school.

ILLNESS/INJURY AT SCHOOL

Children will be sent home from school if there is fever, signs of a contagious disease, vomiting, diarrhea or injuries requiring further attention. Parents or their designee should pick up their child within a reasonable time period. Any injury that cannot be handled through the administration of first aid shall be referred to the parent for further medical attention.

IMMUNIZATION & PHYSICALS

(Students in K – 12)

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

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

(Students in Pre-k only)

In order to provide the best experience, early childhood providers must understand your child's health needs. The health form requires information from you (Part I) which will be helpful to the health care provider when he or she completes the health evaluation (Part II). State law requires complete primary immunizations and a health assessment by a physician, an advanced practice registered nurse, a physician assistant, or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to entering an early childhood program in Connecticut.

INTERNET ACCEPTABLE USE

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

- Students will use electronic information resources only for educational purposes, and only as those purposes are consistent with the curriculum and educational objectives of CREC.
- Students will use electronic information resources in a responsible, ethical and legal manner at all times.
- Students will use electronic information resources only with the permission of the supervising teacher or staff member.
- Students will be considerate of other electronic information users and their privacy and will use polite and appropriate language at all times while accessing and using these resources.
- Students will keep personal information about themselves or anyone else private while using these resources unless approved by the teacher.
- Students will not disclose their passwords. They will only access the electronic information resources using their own password and username.
- Students will only use the internet for what they have been assigned to do and will avoid knowingly tampering or disrupting electronic information resources, services or equipment. This includes tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks, network services, proxy servers, or programs. Students should understand that such activity is irresponsible and in some cases may be considered to be a crime.
- Students will report all security problems they may find while using the electronic information resources to a teacher or to the school staff who is responsible for the use of the resources.
- Students will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the regular school environment. This can be, but not limited to the distribution of inappropriate pictures, comments, or anything else deemed unacceptable. This includes the use of social networking sites.

- Students should be aware that the inappropriate use of these resources can be a violation of local, state and federal laws and that they may be prosecuted for violating those laws.
- Students must always give credit to the original creators of the information they find online instead of claiming it is their own work.
- Students will honor all copyright laws and will seek assistance if a question arises.

LIBRARY BOOKS

If a library book is lost, damaged, or not returned in a reasonable time, i.e., more than one month, a lost book fee will be assessed. Immediately upon receipt of payment for lost books the library orders a replacement. Therefore it is impossible to issue refunds. If a lost book is found after payment has been made, it may be donated to the library.

LEARNING EXPEDITIONS/FIELDTRIPS

As part of the enrichment program of the school, museum related excursions or field trips are designed to extend the learning experiences of the students. Such trips are carefully planned and supervised by teachers and are frequently assisted by parents. Most admission costs and some fees are not covered. Detailed information and a permission slip will be sent home for each trip to be signed by parents and returned. Permission slips must be completed in order for your child to participate.

Students who do not have a completed permission slip will not be allowed to attend the expedition.

Any student whose behavior is considered detrimental to the well-being of other students while on an expedition may be prohibited from participation by the principal. While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the expedition activity.

LOST AND FOUND

A lost and found box is located inside the cafeteria; items are kept for a week and then donated to charity. When possible, it helps to have students' names on items brought to school. Items left on the school buses are usually kept in the front of the bus. Please check the lost and found box if your child has lost an item.

MILITARY FAMILIES

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

OUTDOOR RECESS

We will have outdoor recess unless it is 20 degrees or below or if there is severe snow/wind/ice factors. Please dress your child accordingly. If possible plan to leave an extra set of clothing, mittens and hats labeled with your child's name. This is in the event they fall and need changing. If a child is well enough to attend school, he or she is expected to go outdoors for recess unless there is a note from the physician.

OUT-OF-SCHOOL SUSPENSION

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

PARENT CONFERENCES

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

PARENT ENGAGEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged. Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

All CREC Magnet Schools are committed to making strong connections with our students and families. At Museum Academy, we are honored to have a fulltime parent liaison. Please contact Luis Rodriguez, at lrodriguez@crec.org if we may be of any assistance to you.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child (ren)'s school assignment area may contact Douglas Henley. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met.

PHYSICAL ACTIVITY

All students enrolled in elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total. This requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services.

This daily period of physical activity for elementary school students can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief period of respite/time-outs, referrals to a building administrator, or for safety reasons.

PARENT TEACHER ORGANIZATION (PTO)

The objectives of the Museum Academy's PTO are:

- To promote the welfare of children and youth in home, school, and community
- To raise the standards of home life
- To bring into closer relation the home and the school, encouraging parents and teachers to work cooperatively in the education of children

Officers: Jayne Coates-President
Alyson Kulas-Vice President
Ashley Hurd-Secretary
Kawanda Lanham- Treasurer
April Giles-Events Coordinator
Luis Rodriguez-Family Liaison

PTO Email: MuseumAcademyPTO@gmail.com

PTO Facebook Group: www.facebook.com/groups/MuseumAcademyPTO

PTO on Pinterest: www.pinterest.com/MuseumPTO

POSITIVE BEHAVIORAL INTERVENTION and SUPPORTS (PBIS)

Museum Academy Magnet School has a belief that strong academics are positively linked with appropriate learning behaviors while students are in school. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building community among students and all members of the school community and the development of strong interpersonal problem solving skills, which a student will carry through life.

PBIS is a framework that supports the development of positive student behavior. The framework of PBIS identifies student behavioral outcomes, provides instruction in that behavior, and positively reinforces the behavior when demonstrated. Museum Academy Wildcats show... **P**ositive **A**ctions for **W**ildcat **S**uccess- **respect, responsibility and safety**.

PROMOTION, RETENTION AND PLACEMENT

CREC encourages and insists on the highest quality of academic performance from all students. It expects excellence from its faculty and supports vigorously the teachers' demands for serious, substantial scholarship from students commensurate with their individual abilities. Instruction and instructional programs must provide maximum opportunity for students to progress through school according to their needs. The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student.

All teachers must evaluate students' educational progress during the school year. This progress, or lack of progress, is communicated to the parent, through written progress reports and parent-teacher conferences. Parents will be notified by March if retention is being considered. **The final decision regarding placement or retention will be made by the principal.**

PSYCHOTROPIC DRUG USE

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

REPORT CARDS

The purpose of the Progress Report is to give the parents/guardians a clear understanding of how the student is progressing academically, as well as an understanding of the factors that may contribute to the student's success. A progress report is sent home three times a year – December, March and June.

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

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

Definition

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

Procedure

It is the express policy of the CREC Council to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to the Special Services or Executive Director. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

CREC will provide staff development for district administrators and grievance committee members and will annually distribute its policy and grievance procedures to staff and students in an effort to maintain an environment free of sexual harassment.

SCHOOL HOURS

8:30a.m. - 3:00 p.m.

90 MINUTE DELAYED OPENING DUE TO INCLEMENT WEATHER

10:00 a.m. - 3:00 p.m.

2-Hour DELAYED OPENING DUE TO INCLEMENT WEATHER

10:30 a.m. – 3:00 p.m.

EARLY DISMISSAL HOURS

12:00 p.m.

SCHOOL MESSENGER

School Messenger is a quick alert messaging service that is used to notify families and staff of school-related emergencies, weather-related closures/delays and general communication purposes. School Messenger enhances our ability to communicate regularly with parents and staff using phone calls, e-mail, and text messaging.

SMOKING

Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal laws.

SNACKS

Snacks will not be provided by the Museum Academy for the children. We have a long day at school and all students (Pre-K thru Grade 5) will be given the opportunity to eat a snack sent from home. Snacks should be nutritious in nature. Growing bodies need optimal fuel. Healthy snacks add nutrients, not calories, to children's diets. Sharing of foods among students is not permitted. CREC is a nut sensitive district, nut products should not be brought to school as a meal or snack. **Candy or soda is not part of snack time.**

Recommended snacks include: bagel plain or with cream cheese /jelly, water, fruit, fruit with dip, yogurt with granola, whole wheat crackers, pretzels, animal crackers, granola bars, 100% juice, dry cereal, rice cakes or applesauce.

STUDENT RECORDS

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

SUBSTANCE ABUSE

The school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the disciplinary actions.

SUICIDE PREVENTION/INTERVENTION

Museum Academy Magnet School recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in-depth counseling. Instead, Museum Academy will direct school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

Museum Academy recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs. School employees who may have knowledge of a suicidal threat will take the proper steps to report this information to the Social Worker and Principal who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

Museum Academy administration will identify social service agencies, mental health clinics, and other community resources that have expertise in the problem of youth suicide for the purpose of developing education and referral sources for Museum Academy.

Museum Academy will develop in-service programs for appropriate personnel for the purpose of enhancing their ability to recognize those students who may be vulnerable to or at risk of suicide. Training will include, but may not be limited to, information about factors that increase a student's risk for suicide; recognition of the behavioral signs that may indicate that a student is suicidal; information on community resources available for students who may need assistance; information regarding school procedures for handling a suicidal student.

Museum Academy will make resources available for students at risk of suicide.

Museum Academy will also make resources available to students subsequent to a suicide attempt by one of their peers.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

TECHNOLOGY (IPAD, LAPTOP, COMPUTER) POLICY

Resources have been invested in technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. iPads, laptops and desktops will be available for student use.

- Students will notify their teacher if they have any problems with the computer/iPad.
- CREC reserves the right to monitor activity on its systems and take appropriate disciplinary action against users who violate the contract conditions. **(Please see Acceptable Use/Internet Policy section for details)**
- Be responsible and ethical at all times.
- Use resources with permission of supervising teacher.
- Keep your (or other's) personal information secret unless approved by instructor.
- Keep technological resources in the condition in which you found them.
- Report any security problems to teacher or staff.
- Protect your password/logon from others.

- Use only websites and functions instructed and approved by the teacher.
- Inappropriate use includes: participation in chat rooms, newsgroups, bulletin boards, etc., unless supervised by a staff member for a pre-approved instructional activity, downloading inappropriate and/or obscene materials, posting comments or images that are harassing, intimidating, obscene, and/or discriminatory.
- Abide by all copyright laws and seek assistance if a question arises.
- Use the computers for the educational purposes for which they were provided.
- Reasonable personal use may be permitted, providing school purposes and assignments are completed.

TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES

All complaints concerning school transportation safety are to be made to the Transportation Coordinator. A written record of all complaints will be maintained and an investigation of the allegations will take place.

TRANSPORTATION/STUDENT DROP-OFF/PICK-UP

Transportation to Connecticut public inter-district magnet schools is provided to all students K – 5 at no cost to parents. Transportation for students coming from the Greater Hartford Region school districts outside the school's home community of Hartford is funded by the State Department of Education. Students who reside in Hartford are transported by that district. Bus stops are established with the convenience of parents and students in mind and bus routes are designed with the goal of keeping each student's commuting time to a minimum.

Changes in a Student's Transportation

Guaranteeing the safety of our children during dismissal is of utmost importance to us. Send a signed note to their classroom teacher with the change of transportation and date(s) of change. While a note is the best way to ensure proper, timely notification to our staff of a change, we certainly understand that a situation may develop where this is not possible. In such a case, call the front desk (860) 231-7800 by **2:00 p.m.** on full school days and by **10:00 a.m.** on early dismissal days to report the transportation changes for that day.

Riding a Different Bus

Students are **not** permitted to ride a different bus other than the one to which they are assigned. Students must use the district transportation provided by their town.

VACATIONS AND APPOINTMENTS DURING THE SCHOOL HOURS

When parents schedule a family vacation or appointments during school hours, learning is interrupted and may cause learning difficulties for the student. Classroom instruction is a valuable part of the school experience and difficult to recreate, therefore, doctor appointments should be scheduled when school is not in session. Family vacations should be scheduled and planned while school is not in session.

VISITING THE SCHOOL

Parents are welcome to arrange a time (**at least 24 hours in advance**) to visit their child's classroom. Administrative approval is required and the time of visitation will be scheduled with the teacher(s). All parents must check in through the front office. For the safety of all students, we must know where parents are in the building at all times. To ensure that the learning environment is not disturbed, visits must not exceed 30 minutes. The parent must only be a spectator and may not engage with any student or teacher during the observation unless arranged with the teacher. All student information is confidential and should remain confidential. All visitors must sign a confidentiality agreement to be granted permission to conduct an observation or visit during instructional day.

VOLUNTEERS

Museum Academy welcomes and encourages parental and community volunteers at our school. If you would like to volunteer in your child's classroom, please arrange a time with your child's teacher. We hope you will consider volunteering in the classroom. As a volunteer, you are expected to maintain confidentiality. Administrative approval is required and the time of visitation will be scheduled with the teacher(s). All parents must check in through the front office. For the safety of all students, we must know where parents are in the building at all times. To ensure that the learning environment is not disturbed, visits must not exceed 30 minutes.

Parent volunteers help the classroom teacher in a variety of ways. When volunteering on campus, please "sign in" in the office and wear the provided volunteer sticker. Volunteers must be at least 18 years of age. Siblings are not allowed on campus with volunteers. Please do not sign out until you are actually leaving campus. In an emergency, we must know who is on campus at the time of the emergency. All volunteers must sign a confidentiality agreement to be granted permission to visit the classroom during the instructional day.

WELLNESS POLICY

Student Nutrition and Physical Activity (Student Wellness Policy)

The Capitol Region Education Council (CREC) recognizes that student wellness and proper nutrition are related to physical well-being, growth, development and readiness to learn. CREC is committed to providing a learning environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total educational experience. In a healthy school environment, students will be exposed to, and participate in, positive nutritional and lifestyle practices that can improve student achievement. In accordance with federal and state law, it is CREC's policy to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served to meet or exceed the stricter of either the federal nutritional guidelines issued by the U.S. Department of Agriculture or the "Connecticut Nutrition Standards for Foods in Schools".

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, CREC will, as required, review and consider evidence-based strategies and techniques. The full version of this policy can be found at www.crec.org/about/policy.php

Museum Academy Code of Conduct and Behavioral Expectations

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

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

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

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

Throughout the beginning weeks of school, students will be explicitly taught the behavioral expectations associated with showing kindness, respect, responsibility and safety. Students will be reinforced when they are “caught” demonstrating these expected behaviors. At Museum Academy, students can be recognized for demonstrating expected behaviors in the following ways:

- **Adding a token to the class jar:** Classrooms that fill the token jar by a designated date will open a Mystery Envelope to reveal an invitation to a special PBIS event.
- **Receiving a STAR Card:** All Museum Academy Staff will have STAR Cards. These cards will be given to students who are “caught” following our expectations. The student then places the STAR Card in a STAR Jar in the main office for a raffle to be held on Fridays.

- **Genuine praise:** The staff at Museum Academy is intentional about recognizing positive student behavior with genuine praise. Don't be surprised if you receive call home from a teacher or other staff member celebrating something that your child has done! These are just some of the ways we will be recognizing the positive behavior of your child throughout the year.

Consequences for not demonstrating expected behavior:

Prekindergarten

Museum Academy recognizes that young children are often in different stages of the learning process when developing social skills. We also recognize that children who are developing skills need instruction and multiple opportunities to practice. It does not make sense to give a consequence to a child for not yet having a skill. Although this is true of some children in all grades, it is especially true of our Prekindergarten students.

A primary learning goal for three and four year olds is to develop social and emotional skills. Our teachers in these grades recognize the importance of this and provide direct instruction, ongoing coaching, and redirection to their students in this area. If it is determined that a consequence is needed, those consequences will be administered by the classroom teacher and administrator and will typically take the form of time away from the group, with an adult, to name the specific behavior that is expected, provide time to practice, and then make a re-entry plan back to the class (documentation of behavior may happen in the form of an disciplinary behavioral tracker).

Kindergarten – Fifth Grade

When a student misbehaves in class, s/he will be reminded of the expected behavior and given the opportunity to demonstrate what is expected. The student will also be redirected when necessary and coached through the process. Logical consequences are the foundation of our school's behavior program. If misbehavior continues, the teacher will provide a consequence in line with our school's Positive Behavior Intervention Support program. This may be within the classroom such as; time away from the group, time in another classroom, up to 10 minutes of lost privilege or parent contact. If this intervention does not change student behavior, a Level 2 Behavioral Tracker may be completed.

Level 2 Behavioral Tracker:

Level 2 Referrals are primarily used to document a pattern of behavior. When a Level 2 Referral is completed, the student completes a Follow up Agreement which defines a plan for the remainder of the day. If a student receives three Level 2 Referrals for the same behavior, a Level 3 Referral is then completed.

Level 3 Behavioral Tracker:

Level 3 Referrals are completed if a student has received three Level 2 referrals for the same behavior or if there is a serious infraction or compromise of safety that has taken place. In either instance, administration will handle Level 3 Behavioral Tracker by talking with the student, administering a consequence, and talking with the parent.

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

- Discuss the school's behavioral expectations and policies with your child. Show your support for the rules, and help your child understand the reasons for them.
- Frequently review classroom rules and expectations, as well as general school expectations.
- Involve your child in setting rules for appropriate behavior at home.
- Help your child find ways to manage anger so that it does not lead to verbally or physically hurting others.
- Help your child understand the value of accepting individual differences.
- Note any changes in your child. For example, frequent outbursts, excessive fighting or mean behavior to other children, cruelty to animals, fire setting, and frequent behavior problems at school and in the neighborhood.
- Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child. Encourage your children always to let you know where they are and who they are with.

Museum Academy School-Wide Expectations

Setting Specific Rules

Setting	Respect	Responsibility	Safety
Art	<ul style="list-style-type: none"> Follow directions Use materials appropriately Raise your hand to talk Use quiet voices 	<ul style="list-style-type: none"> Do your work Keep your space clean Help your team clean up 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use walking feet Use art tools in a safe manner
Assembly	<ul style="list-style-type: none"> Respond to quiet signal Listen to speaker Face forward 	<ul style="list-style-type: none"> Keep chairs still Stay in your seat 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use walking feet
Bathroom	<ul style="list-style-type: none"> Stay in your bathroom stall Fasten and zip up before you leave the stall 	<ul style="list-style-type: none"> Flush the toilet Wash your hands Use one paper towel and throw it in the trash 	<ul style="list-style-type: none"> Return to the classroom when you are done Keep your feet on the floor
Bus/Bus Line	<ul style="list-style-type: none"> Follow bus drivers and teachers directions Talk quietly 	<ul style="list-style-type: none"> Stay seated until the bus has stopped Keep your body and belongings out of the aisle 	<ul style="list-style-type: none"> Walk in line to and from the bus Keep your hands and feet to yourself
Cafeteria	<ul style="list-style-type: none"> Raise your hand to get an adult's attention Quietly wait and move through lunch line 	<ul style="list-style-type: none"> Clean up after yourself Stay in your seat Keep your jacket on the back of your chair 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use walking feet
Classroom	<ul style="list-style-type: none"> Follow directions Enter classroom quietly Raise your hand Use Appropriate language 	<ul style="list-style-type: none"> Do your work Clean up after yourself Help peers in need Complete your homework 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use walking feet Use materials safely

Gym	Follow directions Respect materials Raise your hand	Do your work Keep your space clean	Keep hands and feet to yourself Use walking feet Make sure your shoes are tied
Hallway	Voices off Use your eyes to look at bulletin board	Focus on where you're going Keep hallways clean	Keep hands and feet to yourself Make sure your shoes are tied Use walking feet
Music	Follow directions Raise your hand to talk Use materials appropriately	Do your work Clean up your space	Keep hands and feet to yourself Use walking feet
Playground	Follow directions Use materials appropriately Follow rules of activities played	Keep playground clean Invite peers to play Keep playground materials within play area	Have a safe body Slide down on the slide on your bottom