



Museum Academy Magnet School

A program of the Capitol Region Education Council

2020-2021 Pre-Kindergarten Student-Parent Handbook

COVID-19 DISCLAIMER:

“Changing circumstances, such as the need for health and safety protocols, may cause the policies and guidelines in this handbook to be revised and/or superseded. Any such changes will be communicated in as soon as the change is made.”

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: Colinda Hunter

Title IX School Coordinator 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.

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
Tel: (617) 289-0111
Fax: (617) 289-0150

Dear Museum Academy Families,

On behalf of the staff and myself, I am pleased to welcome you to the 2020–2021 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 prekindergarten-grade 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 via email 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 A. Perrone

Barbara A. Perrone, Assistant Principal

2020-2021 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.

CREC Magnet Schools Diversity and Inclusion Statement

“Capitol Region Education Council (CREC) Magnet Schools is an intentionally diverse social justice organization whose members work to acknowledge, respect, and empathize with people of all different identifiers, such as race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion. In accordance with CREC’s mission of equity, excellence, and success for all through high-quality educational services, our staff and students commit to participate in and support ongoing equity and inclusion programming through curricular and co-curricular offerings, professional learning, and local and national partnerships. Moreover, CREC Magnet Schools staff and students strive to understand and confront the symptoms and causes of systematic oppression—ranging from implicit biases to microaggressions to discriminatory policies, practices and traditions—that benefit privileged groups. While at CREC Magnet Schools, staff and students commit to affirm and honor the lived experiences of others, to willingly challenge inherited beliefs and ideologies, and consequently learn, grow, and serve.”

CREC Museum Academy PK Handbook
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Section 1-Welcome

Welcome to CRECs Early Childhood Programs. Our goal is to provide your child with a healthy, safe and developmentally appropriate learning environment. Each CREC school offers a unique theme that allows children to identify, refine and develop their talents and interests. Each school provides a diverse learning community that prepares children for living and learning as global citizens in a diverse environment. Our schools offer a personalized educational approach for each child in a curriculum designed to spark a lasting appreciation for knowledge. The focus of our early childhood curriculum is not just an accumulation of facts and skills but rather the strengthening of an ability to reason and think independently. All prekindergarten students must be mask compliance. Mask and face covering must be worn while in the school building.

Mission of CREC Schools

The CREC Mission Statement is: Equity, excellence, and success for all, through high-quality educational services.

Early Childhood Program Philosophy and Curriculum

We believe that children learn best in an environment where their interests and opinions are supported, their solutions to problems are encouraged, and active learning through play is valued. Our philosophy emphasizes respect for self, others and the classroom environment.

CRECs Early Childhood Program curriculum has its base in developmentally appropriate practice and uses the State of Connecticut Early Learning and Development Standards (ELDS) as a guideline for curriculum development. The CT ELDS are learning and developmental outcomes to be intentionally addressed through planned experiences, materials and interactions. Learning outcomes are achieved through:

- A variety of hands-on discovery activities and materials on a daily basis that support learning goals.
- Responsive teaching staff who meet the individual needs of the children and families we serve.
- Reflective practices that create an environment of inclusion and honor diversity.
- Partnership with families that fosters strong reciprocal relationships and achieves mutually desired goals.

Our curriculum is implemented using teacher observation and documentation to plan relevant, developmentally appropriate experience where children can explore, experiment, play, and ask questions.

CREC Museum Academy Elementary Magnet School Curriculum Statement:

Museum Academy, located at 11 Turkey Hill Road in Bloomfield, CT is an inter-district magnet school operated and managed by the Capitol Region Education Council (CREC). The school's philosophical foundation is based on museum learning practices and Visual Thinking Strategies philosophy. Our mission is to provide 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 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.

Section 2-Classroom Routines and Procedures
A Typical Day in our Program

Greetings/Attendance/Free Choice Centers	<ul style="list-style-type: none"> • Teacher greet families and children upon arrival • Children participate in table activities, free choice centers or read books with teacher and friends
Morning Meeting	Includes a variety: daily greeting, morning message, whole group activities, songs, social emotional curriculum, read aloud, shared reading and writing
AM Centers/Choice Time/ Small Group Time	<ul style="list-style-type: none"> • Teacher initiated activity focusing on CT ELDS. • Children carry out plan plans, play in learning centers with purpose, solve problems and construct knowledge while adults interact with children in the play setting
Handwashing and Snack Time	<ul style="list-style-type: none"> • Served family style • Teachers sit with children and lead discussions about took place during choice time and small group instruction
Creative Expression	Daily opportunities for preschool staff to lead a movement activity; teach children finger play, or activities with musical instruments, and arts and crafts.
Shared Reading	Teacher read stories or poems to the class. Children participate in literacy related activities.
Outdoor and Gross Motor	Children participate in group/team games and have the opportunity for structured and unstructured energetic outdoor and indoor play that promote large-muscle development.
Lunch	Children may bring lunch from home or buy a school lunch. Self-help skills are emphasized.
Quiet Time/Rest	Children rest/nap comfortably and listen to quiet music.
PM Centers/Choice Time/ Small Group Time	<ul style="list-style-type: none"> • Teacher initiated activity focusing on CT ELDS. • Children carry out plan plans, play in learning centers with purpose, solve problems and construct knowledge while adults interact with children in the play setting
Gathering Time: Story and Closing Circle	<ul style="list-style-type: none"> • Story Time • Children are involved in quiet activities • Review of the day, wrap-up and movement

We recognize that routine and structure are essential for a preschooler's sense of well-being. Each classroom has a predictable schedule from 8:40am-3:35 p.m. Monday through Friday.

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Arrival and Dismissal Procedures

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 security measures as we strive to maintain the safest 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.

BUS/VAN/ARRIVALS

Bus/van students will be dropped off at the bus loop between 8:30am - 8:50am. Students using these modes of transportation will supervised by staff and directed into the school building.

Parent Drop Off

Students transported to school by car should be dropped off no earlier than 8:40am in the front of the school using the parent loop. Preschool parent drop off and pick up is located on the black top near the large playground. In the event of inclement weather, parent drop off and pick up will occur at the gymnasium doors.

COVID-19: Visitors to our school will not be given access to our building.

AM Drop Off: *Begins at 8:40am and ends at 8:55am*

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 their designated space.
- A staff member will escort students into the building and to their classrooms.

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Safe Arrival and Departure

The Early Childhood Program is a full day, full week program. Children are expected to attend daily. It is important that each child begin and end the school day on time. When children arrive late to school they miss one of the most important components of the day, morning meeting. During morning meeting, the day's events are reviewed, children have the opportunity to greet one another and plan their day together. Thus, it is very important that children arrive on time for school. All children will be accounted for with a procedure developed by the classroom teacher that includes children signing in at arrival and signing out at departure.

If your child does not arrive by school bus you have the option of valet service. This supervised drop-off and pick-up procedure offers safety and security as well as ease, when transporting your child to and from school. We know that sometimes the unexpected occurs and you will need to drop-off or pick-up outside the regular operating hours; when this occur use the designated "PARENT DROP OFF LOOP" located in front of the building and escort your child to the main office. Parent drop off and pick up is another brief time to connect with families is helpful to ensure a smooth transition between home and school and allows us to learn any individual need your child may have that day.

Using the Bathroom/Toileting

As a preschool program, we do not have the essential equipment or staffing to meet optimal health standards for diapering children. Therefore, families are strongly encouraged to ensure that their children are toilet trained before starting in the Preschool Early Childhood Program at the beginning of the school year. The exception would be if this is identified in an IEP or 504 Plan. We understand the transition to school may result in some initial toileting accidents. We will work with the child's family to ensure consistency both at home and at school. Children should be as self-sufficient as possible. Children are more successful when they wear pants with no snaps, buttons or zippers. Pants with elastic waists and underwear (not pull-ups) support children's independence with toileting. Early Childhood teachers and school nurse may assist in changing the child in an emergency.

Clothing

Children play daily with sand, water, paint and play dough. Smocks are provided for water play and painting but still sometimes, clothing gets wet or soiled. Children are encouraged to wear clothing that they do not mind getting dirty and that they can easily pull on and off by themselves as needed. Please provide your child with two sets of extra clothing at school at all times. This includes: easy to pull on/off pants, socks, underwear and shirts. Please label all clothing with your child's name on them.

Outdoor Play and Sunscreen Application

We play outside every day, weather permitting. The school nurse informs the teaching staff if recommendations from health authorities or dangerous conditions prevent outdoor play. Please ensure your child comes to school with the appropriate outer wear. Please label all outerwear with your child's initials or name.

Please apply UVA/UVB (SPF15 or higher) sunscreen protection on your child before school. Teachers do not apply sunscreen. Sunscreen is not allowed in children's cubbies. Please contact the school nurse if your child requires another application of sunscreen during the day.

When public health authorities recommend use of Insect repellent due to high risk of insect born disease, please apply this to your child prior to arriving at school. Teachers do not apply insect repellent. Insect repellent is not allowed in children's cubbies. Please contact the school nurse if your child requires another application of repellent during the day.

Playground-safe shoes are important. Please ensure your child wears non-slip, closed toed shoes (sneakers are ideal).

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Snacks/Meals

Daily snacks are an important part of meeting the nutritional needs of young children. Snacks should include:

- Fruit/vegetable
- Dairy (cheese, yogurt, milk)
- Meat or protein (beans)
- Bread (crackers) If a child has food allergies, the school nurse will develop a care plan that will be shared with all relevant teaching staff. Our school is nut sensitive. Please refrain from sending your child to school with nut based products.

We are not allowed to offer children high risk foods for choking such as whole grapes, nuts, popcorn, hard pretzels, raw carrots, raw peas, hot dogs. This applies to foods served as well as foods brought from home.

At Museum Academy, students will have the opportunity to have a daily snack. We serve family style during centers exploration time. Snack time is a time to learn and practice communication skills and self-regulation skills as children talk and make their snack. Adults are available to facilitate but not direct. Please refer to list sent home when making snack choices for your child.

Meal Time Lunches

Each day, students eat lunch while at school. Lunch is served every day and classes eat between the hours of 11:00 am-12:00pm. During this time, students eat in the classroom with their peers. Adult support is present (as needed).

Rest Time

Our daily schedule includes a balance of quiet and active happenings. Rest Time is scheduled for 60 minutes daily or depending on students' need. We provide each child with a cot and a blanket that can be easily stored, individually, in your child's cubby. Blankets will be sent home regularly for cleaning. If a family needs laundering support please feel free to let us know.

Celebrations (birthdays and holidays)

See below:

BIRTHDAY CELEBRATIONS

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Birthday Celebrations will be limited to a verbal acknowledgement. No celebrations with food, decorations or goodie bags are allowed.

BREAKFAST AND LUNCH PROGRAM

The Bloomfield Public Schools Food Services Department is pleased to announce that the application to extend the USDA Summer Meals Food Service program was approved through **December 2020. This program will provide free breakfast and lunch to all Bloomfield students 18 years and younger including all CREC Museum Academy Students, for the next four months. This applies to both in-school meals as well as grab and go meals provided to distance learners.**

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	\$1.75	Reduced-Price Breakfast	\$0.30
Elementary Lunch	\$3.00	Reduced-Price Lunch	\$0.40
Student Milk	\$.50		

Breakfast

COVID19: All students will eat breakfast in their classrooms.

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, Burger King, 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*

Section 3-Health and Safety (in addition to school policies identified in the Family Handbook)

Handwashing Practices

Young children are particularly susceptible to illness once they begin school, affecting health and causing missed educational opportunities. While illness is not always preventable, we take measures to reduce the risk of infection by practicing good hand washing and cleaning procedures. We will teach the proper handwashing procedure as part of our curriculum, and we ask all children to wash hands upon arrival, before and after meals, after playing outdoors and after using the toilet. We will use hand sanitizers as an alternative when hands are not visibly soiled.

Section 4-Home-School Communication & Family Involvement Opportunities

Communication between Family and Teacher

A strong family-school partnership is important to the success of our Early Childhood Program. In addition to the Family-Teacher conferences held over the year, each teacher corresponds in a variety of ways to reach out to families and keep family members apprised of their child's preschool adventure. Our teachers send home weekly newsletters, use Twitter to tweet meaningful child milestones, and may post on Instagram and email to keep families apprised as to what is happening in the classroom. A media questionnaire and permission slip was included in your registration packet for this purpose.

Drop-off and Pick-Up times are another opportunity by which to share brief updates or ask quick questions of your child's teacher. You may also contact your child's teacher by phone or email.

CLASSROOM PLACEMENT

One of the most important responsibilities of the school staff is to assign students to classes for the next year. The ultimate goal of student placement is that each child be placed in the best possible learning environment, taking into account academic achievement, work habits, interpersonal relationships, and general behavior in establishing balanced classes.

Placement Process

1. The current teacher evaluates each student's academic skills, work habits, behavior, leadership skills, etc. to be used by the placement team.
2. Placement teams are established for each grade level. Each placement team includes all teachers from the present grade level, other staff members as appropriate, the special education teacher/s, and the principal.
3. Based upon projected enrollment for the next school year, the placement team will use the information to make tentative class lists before the end of the school year. The team's overarching goal is to create a balanced and highly functional learning environment for each classroom, based on the skills, needs, and attributes of the students.

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

Due to COVID 19 precautions, visitors will not be allowed to enter the school building.

Volunteering

For more information please see our school's Family/Student Handbook and feel free to reach out to our Family Community Liaison, Mrs. Jistine Berger at jberger@crec.org

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.

Conferences

At CREC Museum Academy Elementary School, conferences are held with the classroom teacher twice a year, in December and March. During this time, we address children's interests and progress in the program. Due to COVID 19 all conferences and meetings will be held virtually.

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.

EMERGENCY SCHOOL CLOSING DUE TO INCLEMENT 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.**

End of Year Transitions

At Museum Academy, the Preschool Early Childhood Program is a two-year program. At the end of each school year, teachers will help prepare each child for the transition to summer. In May, of a child's second year in prekindergarten, transition activities are conducted. Transitions to Kindergarten visits are conducted. Children have the opportunity to spend time in a kindergarten classroom, meet the teachers, see and experience the classroom environment and try out an activity. Our preschool and kindergarten teachers meet to design the Transition to Kindergarten event. In addition the prekindergarten and kindergarten teachers meet to discuss individual children's strengths, needs and next steps to ensure a smooth transition to kindergarten.

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.

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.

PARENT CONFERENCES

COVID 19: All parent meetings, including PPT's, 504's, Parent-Teacher conferences and PTO meetings will be held remotely or by telephone. There will be no in-person meetings until further notice.

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 Jestine Berger, at jberger@crec.org if we may be of any assistance to you.

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

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... **Positive Actions for Wildcat Success- respect, responsibility and safety.**

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.

Program Surveys

We ask that all families please complete an annual survey to help us evaluate our programming. The Family Survey, distributed in April, provides you with an opportunity to share with staff your thoughts about your child's care and education in our program. Your responses to the survey questions will be an on-going method to inform our school's mission for maintaining high-quality standards in our program.

SCHOOL HOURS

8:40a.m. - 3:35 p.m.

2-Hour DELAYED OPENING DUE TO INCLEMENT WEATHER

10:40 a.m. – 3:35 p.m.

EARLY DISMISSAL HOURS

12:10 p.m.

SOCIAL EMOTIONAL LEARNING (SEL)

Museum Academy is committed to creating and sustaining positive, effective, and culturally inclusive environments that support academic, behavioral, and social-emotional success for all students. Social emotional learning (SEL) is considered a universal approach to prevent and reduce bullying and improve school climate. SEL is for all students and all staff. It is a process of developing student and adult social and emotional competencies.

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.

TEACHER AND PARAPROFESSIONAL QUALIFICATION

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

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 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

COVID 19: Visitors will not be allowed to enter the school building. Please call our main office at 860-231-7800. Our office personnel will determine need, and visitors will be given specific direction based on determination.

VOLUNTEERS

Due to COVID 19 precautions, visitors including volunteers will not be allowed to enter the school building.

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

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 a disciplinary behavioral tracker).

Museum Academy School-Wide Expectations
Setting Specific Rules

Setting	Respect	Responsibility	Safety
Art	<p>Follow directions Use materials appropriately</p> <p>Raise your hand to talk</p> <p>Use quiet voices</p>	<p>Do your work Keep your space clean Help your team clean up</p>	<p>Keep hands and feet to yourself</p> <p>Use walking feet</p> <p>Use art tools in a safe manner</p>
Assembly	<p>Respond to quiet signal</p> <p>Listen to speaker</p> <p>Face forward</p>	<p>Keep chairs still Stay in your seat</p>	<p>Keep hands and feet to yourself</p> <p>Use walking feet</p>
Bathroom	<p>Stay in your bathroom stall</p> <p>Fasten and zip up before you leave the stall</p>	<p>Flush the toilet</p> <p>Wash your hands</p> <p>Use one paper towel and throw it in the trash</p>	<p>Return to the classroom when you are done</p> <p>Keep your feet on the floor</p>
Bus/Bus Line	<p>Follow bus drivers and teachers directions</p> <p>Talk quietly</p>	<p>Stay seated until the bus has stopped</p> <p>Keep your body and belongings out of the aisle</p>	<p>Walk in line to and from the bus</p> <p>Keep your hands and feet to yourself</p>
Cafeteria	<p>Raise your hand to get an adult's attention</p> <p>Quietly wait and move through lunch line</p>	<p>Clean up after yourself</p> <p>Stay in your seat</p> <p>Keep your jacket on the back of your chair</p>	<p>Keep hands and feet to yourself</p> <p>Use walking feet</p>

Classroom	<p>Follow directions</p> <p>Enter classroom quietly</p> <p>Raise your hand</p> <p>Use Appropriate language</p>	<p>Do your work</p> <p>Clean up after yourself</p> <p>Help peers in need</p> <p>Complete your homework</p>	<p>Keep hands and feet to yourself</p> <p>Use walking feet</p> <p>Use materials safely</p>
Gym	<p>Follow directions</p> <p>Respect materials</p> <p>Raise your hand</p>	<p>Do your work</p> <p>Keep your space clean</p>	<p>Keep hands and feet to yourself</p> <p>Use walking feet</p> <p>Make sure your shoes are tied</p>
Hallway	<p>Voices off</p> <p>Use your eyes to look at bulletin board</p>	<p>Focus on where you're going</p> <p>Keep hallways clean</p>	<p>Keep hands and feet to yourself</p> <p>Make sure your shoes are tied</p> <p>Use walking feet</p>
Music	<p>Follow directions</p> <p>Raise your hand to talk</p> <p>Use materials appropriately</p>	<p>Do your work</p> <p>Clean up your space</p>	<p>Keep hands and feet to yourself</p> <p>Use walking feet</p>
Playground	<p>Follow directions</p> <p>Use materials appropriately</p> <p>Follow rules of activities played</p>	<p>Keep playground clean</p> <p>Invite peers to play</p> <p>Keep playground materials within play area</p>	<p>Have a safe body</p> <p>Slide down on the slide on your bottom</p>

Museum Academy Bullying and Harassment Complaint Form

To file a complaint relating to an incident of alleged bullying (for the purpose of this form, bullying encompasses bullying, harassment, and discrimination,) please complete this form as fully and accurately as possible and turn it in to the appropriate school personnel (main office staff, administration, school social worker).

Date Complaint made to school: _____

Complainant Name (if Anonymous, write Anonymous) _____

Target of Bullying Name (First and Last) _____

Grade: _____

Where did the incident occur?

When did the incident occur? Date: _____ Time: _____

Please describe, in as much detail as possible, what happened.

Do you know any of the witnesses involved? If so, please provide as much detail as possible.

List any evidence of alleged bullying if any (i.e. letter, photos, etc.-attach evidence if possible)

For office use only:

Date Complaint received _____ Complainant Received by: _____

Investigative Designee/Administrator Complaint Referred to: _____