



Museum Academy Magnet School

A program of the Capitol Region Education Council

2022-2023

Student-Parent Handbook Prekindergarten-Grade 5

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the need for health and safety protocols, may cause the policies and guidelines in this handbook to be revised and/or superseded.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
<https://ma.crecschools.org/>

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 2022-2023 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 safe, 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 Scott-Brown (Principal) s.brown@crec.org,

Barbara Perrone (Assistant Principal) bperrone@crec.org.

We are all looking forward to an exciting year!

Sincerely,

Shandra L. Scott-Brown

Shandra L. Scott-Brown, Principal

Barbara A. Perrone

Barbara A. Perrone, Assistant Principal

2022-2023 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 would like to acknowledge the Taft School for inspiring some of the language used in this statement.

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 several 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 is 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 visits to local 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. The visits serve 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 highlight 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 display our school's unique approach to student knowledge and understanding, with student work displayed.

Museum COMMUNITY Partnerships

- DeJave Dance Company
- Connecticut Historical Society and Museum 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 school's main 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);

ADMINISTRATION OF MEDICATION

Parents of students requiring medication during school should contact the school nurse **Carmen Roman** at croman@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.

AMERICAN WITH DISABILITIES ACT & SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities.

It is the intent of the District to provide a free and appropriate public education to each Section 504/ADA qualified and eligible student with a disability within its jurisdiction, as defined in 28 CFR, Parts 35 and 36, of the Amendments to Americans with Disabilities Act, Title II and Title III.

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity in which that person is involved receives federal funding directly.

All individuals who are disabled or "handicapped" are protected under Section 504. However, individuals who have been determined to be "handicapped" under Section 504 may not be considered disabled under IDEA. IDEA, which can be viewed as a subcategory of Section 504, provides for special programming or placement, while Section 504 protects the rights of individuals with handicaps.

Under IDEA, students are qualified for services under 13 IDEA disabling conditions; specially designed individual education programs are planned for each student by Individualized Education Program (IEP) teams. Under Section 504, students with "handicaps" are entitled to special accommodations to ensure that they can participate in and benefit from public education and programs, and a 504 accommodation plan is designed for each student according to individual needs.

Section 504 is not an aspect of special education, but is, rather, a responsibility of the comprehensive general public education system. Unlike an eligibility system based on clinic categories of disabilities, Section 504 works on a more functional premise. Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

1. Has a physical or mental impairment which substantially limits one or more of such a person's major life activities.
2. Has a record of such an impairment, or
3. Is regarded as having such an impairment

While Section 504 provides a means for preventing discrimination against students with disabilities, this does not mean that 504 plans must focus on the disabling condition or on addressing the disability directly. Rather, 504 plans offer a means for focusing on students' strengths, for capitalizing on what students bring to the instruction process - not on what they lack.

Students with disabilities, pursuant to Section 504 and/or ADA will be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplemented verbal instructions with visual instructions; adjusting class schedules, modifying test delivery; computer-assisted instructions; using modified textbooks and tailoring homework assignments.

Should you have any questions regarding Section 504, please call Colinda Hunter, Museum Academy 504 Coordinator at 860-231-7800.

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 the 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."

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 their 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 and VAN ARRIVAL

Bus and or van students are unloaded between 8:35 am - 8:55 am. Students using these modes of transportation will be directed into the school.

CAR RIDERS ARRIVAL (Two options)

Students transported to school by car should arrive to school no earlier than 8:40 am. Families may drop off their children using the contactless valet service at the rear of the school. **Families requested not to drop off their children 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. Valet offers an efficient, curbside drop-off and pick-up for our Pre-Kindergarten through -5th-grade students. Museum Academy families will need to adhere to all Connecticut Child Passenger and Car Seat Safety Laws to use valet service. Important rules and expectations for vehicles entering the valet drop off area to understand and follow: Valet drop-off is in effect in the morning from 8:35 a.m.-8:55 a.m. Valet pick-up is available beginning at 3:25 p.m.

Please adhere to the following rules and share them with childcare providers:

- Please watch your speed as you are entering the valet line.
- Pull as far forward as possible, keep the engine running but place the car in park before students exit the car.
- Students must be ready to **exit on the right side** with **backpacks in hand**.
- Your child's exit must be swift...there are cars waiting behind you.
- Refrain from using your cell phone during drop-off.
- Staff will escort students to and from their vehicles.
- At any time if your child is not ready or unwilling to exit the vehicle, you are to proceed to parent drop-off located at the front of the building.
- Valet staff will not load students without proper adherence to all Connecticut Child Passenger and Car Seat Safety Laws. You are to proceed to the parent drop-off located at the front of the building.

Be patient when using the valet service. We are working as fast as we can to dismiss students in a safe and timely manner. **If you are unable to meet these expectations then our valet program is not for you.**

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.

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 schoolwork 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 have 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
 - 8:40 a.m. School doors will open at 8:35am
- Any student arriving late is considered **tardy**
 - 8:55 a.m.
- School **dismisses** at
 - 3:35 p.m. (full day)

- **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 attend 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 absent from 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 four (4) 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.

Students and parents are permitted to make anonymous reports of bullying. The Safe School Climate Specialist will investigate parent written reports and student anonymous reports but no disciplinary action shall be taken solely based on an anonymous report.

The Safe School Climate Specialist (Barbara Perrone, Assistant Principal) 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.

CYBER BULLYING

CREC's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly known as cyber bullying, are unacceptable, a violation of District policy and of the District's acceptable computer use policy and procedures.

Cyberbullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Cyber bullying includes, but is not limited to, such misuses of technology as harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material may be disguised or logged on as someone else.

Students and community members, who believe they have been the victims of such misuses of technology as described, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the Safe School Climate Specialist. All reports of cyberbullying will be investigated by the Safe School Climate Specialist.

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operation of school.

Also, such conduct must violate a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student. Disciplinary action may include loss of computer privileges, detention, suspension or expulsion. A communicated threat or a hate crime will be reported to the police.

BIRTHDAY CELEBRATIONS

Birthdays are important milestones for children of all ages. At Museum Academy, we recognize that children enjoy sharing their special days with classmates. Unfortunately, due to health and safety precautions we will not be able to recognize birthdays in our traditional manner. Party invitations will **not** be distributed at school. Please do not send in invitations for distribution.

BREAKFAST AND LUNCH PROGRAM

The Bloomfield Public Schools Food Services Department is pleased to announce that the application to extend the USDA Meals Food Service program is through **2022-2023**. ***This program will provide free breakfast and lunch to all Bloomfield students 18 years and younger including all CREC Museum Academy students.***

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

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

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
- 4.

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 bus 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 bus 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, I-Watches and portable music devices should be kept home or in locker or cubbies during the school day.

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 schoolwork with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. Any form 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 is given to class placements. In forming classes, the staff considers 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

Due to COVID-19, all visitors will be limited to the main office. For the safety of all students, we must know where parents are in the building at all times.

Special permission may be granted with prior administrative approval. To ensure that the learning environment is not disturbed, visits must not exceed 30 minutes.

The above excludes planned school-wide events.

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.

COMMUNIICABLE 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, all **visitors are limited to the 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 8:40 am-8:55am. 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 8:40 am. 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 8:40am and ends at 8:50am*

- 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

PARENT PARK AND WALK UP PROCEDURES

Museum Academy Families wanting to walk their students to the school courtyard, gym or main 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.

Afternoon Pick Up: Begins at 3:25 pm and ends at 3:40 pm

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 use (first initial @crec.org).

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.**

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), Museum Academy Bilingual/English Learner (EL) Teacher

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 places on him/her.

A student's possession and/or use of weapons, including marital 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 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 expeditions 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 with student. Permission slips must be completed 24 hours prior to the trip 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 Museum Academy's Family & Community Engagement Specialist, Jestine Berger jberger@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. All parent meetings, including PPT's, 504's, Parent-Teacher conferences and PTO meetings may be conducted in-person or remotely.

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 jberger@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 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

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. Report cards are sent home three times a year – December, March and June.

SCHOOL SECURITY & SAFETY

CREC will develop and implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection.

Museum Academy, as required by law, shall establish a school security and safety committee which will assist in the development and administration of the school's security and safety plan.

CREC and Museum Academy has developed, maintains, an emergency disaster preparedness and response plan for implementation as needed ("School Security and Safety Plan"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery.

SCIENTIFICALLY RESEARCHED BASED INTERVENTION (SRBI)/REMEDICATION

Museum Academy utilizes the response to intervention process, commonly referred to as Scientifically Research Based Intervention (SRBI) which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students. Academic and behavioral support and targeted interventions will be provided for students who are not making academic progress at expected levels in the general curriculum. District-wide and school based assessments identify students reading below proficiency and to assist with the identification of students at risk for in accordance with State Statutes and guidelines.

SEARCH & SEIZURE

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

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.

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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

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

2-Hour DELAYED OPENING DUE TO INCLEMENT WEATHER

10:40 a.m. – 3:00 p.m.

EARLY DISMISSAL HOURS

12:10 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.

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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.

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.

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. 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 **11:00 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.

VALET PROGRAM

Museum Academy is excited to offer families arrival and dismissal valet service. Valet offers an efficient, curbside drop-off and pick-up for our Pre-Kindergarten through 5th grade students. Museum Academy families will need to adhere to all Connecticut Child Passenger and Car Seat Safety Laws to use valet service. Important rules and expectations for vehicles entering the valet drop off area to understand and follow:

AM Drop Off: *Begins at 8:35 am and ends at 8:50 am*

- Only the student is to exit the vehicle with Museum staff present.
- Do not pass vehicles in the valet loop when students are loading.
- Your child should be ready to exit the vehicle once staff opens the car door.
- Never leave your car unattended in the valet loop.
- At any time if your child is not ready or unwilling to exit the vehicle, you are to proceed to parent drop-off located at the front of the building.

- The issued placard must be placed on your passenger side visor.
- Do not get out of the car as this will slow down the entire process.
- Do not pass vehicles in the valet loop.
- Never leave your car unattended in the valet loop.
- 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.

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

Valet staff will not load students without proper adherence to all Connecticut Child Passenger and Car Seat Safety Laws. You are to proceed to parent drop-off located at the front of the building.

Be patient when using the valet service. We are working as fast as we can to dismiss students in a timely manner. **If you are unable to meet these expectations then our valet program is not for you.**

VISITING THE SCHOOL

All visitors will be limited to the main office. For the safety of all students, we must know where all visitors are in the building at all times. Special permission may be granted with prior administrative approval. The above excludes school-wide events.

VOLUNTEERS

Museum Academy typically welcomes volunteers; however, this is not possible during the COVID-19 pandemic. We will encourage volunteers once the situation returns to normal.

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 Social Emotional and Behavioral Expectations

Along with focusing on academic excellence, Museum Academy strives to achieve in the Social-Emotional Learning (SEL) of each child. We, alongside families and the community, accomplish this by implementing and modeling Positive Behavioral Intervention and Supports (PBIS). PBIS includes proactive strategies for defining, teaching and supporting appropriate behavioral management of all students. These strategies are implemented in classrooms, hallways, restrooms, cafeterias and buses.

Focusing on the positive behaviors and rewarding the students when they are shown is a much more successful way to maintain a classroom climate in comparison to responding to misbehavior through punishment.

At Museum Academy, we use a variety of PBIS strategies to model and sustain attitudes and behaviors that allow all students to succeed in becoming caring and respectful citizens of their community.

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 behavioral expectations 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 staff 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.
- **Genuine praise:** The staff at Museum Academy is intentional about recognizing positive student behavior with genuine praise.

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.

A student who violates the district's code of conduct shall be subject to disciplinary action.

CREC's disciplinary actions may include using one or more discipline management techniques, such as removal from class, in school suspension, out of school suspension, and expulsion.

Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off school property and during non-school time. These rules apply to all school and school-sponsored activities.

There are two levels of discipline:

LEVEL 1: Teacher Discipline (Minor Behavioral Infraction)

Teachers will manage classroom behavior and will initiate and implement appropriate disciplinary consequences for all classroom offenses. Any student who is disruptive in class, hallways, lunchroom, assembly, recess, etc. may be immediately sent/ removed to a designated area for a time out period, and then be disciplined by the teacher at a later time.

Teachers may use a variety of classroom discipline, including, but not limited: redirection, seat change, verbal reminder/warning, individualized re-teaching, time-out, lunch or restorative meeting, and/or communication with parent/guardian.

It shall be the teacher's discretion that determines which of the preceding actions will be appropriate for disruptive student infractions outside of the classroom. A meeting may also be called with the teacher and administrator whereby the student's prior discipline problems and assigned consequences will be reviewed. When required, the administrator or teacher will initiate a parent conference to consider administrative disciplinary action of the student involved.

Level 1 Minor Behavioral Tracker are primarily used to document a pattern of behavior. When a Level 1 Referral is completed, the student completes a Follow up Agreement, which defines a plan for the remainder of the day. Parent contact required.

LEVEL II: Office Referral – Administrative Discretion (Major Behavioral Infraction)

These acts are so serious that they always require Administrative action, including, but not limited to: weapon (or facsimiles of weapons), possession of alcohol or drugs, vandalism, theft, threats of harm (including false fire alarms, bomb threats, false 911 calls, etc.), physical assault of others, major disruption of the education setting (including substantive threats of violence).

These and other actions that may disrupt classroom instruction, the educational setting, and/or harm or potential harm others may result, at a minimum, in the immediate removal of the student from class or school and may also result in referral to law enforcement authorities.

Level II Major Behavioral Tracker completed if there is a serious infraction that results in a serious disruption to the educational environment, physical harm, safety or a disruption to the learning environment.

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.

Museum Academy School-Wide Expectations Setting Specific Rules

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

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 Completing Form: _____

**CREC Museum
Academy
Prekindergarten
Handbook
Early Childhood
Programs
Supplemental
Practices &
Procedures**

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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 also rather the strengthening of the child's ability to reason and think independently. All prekindergarten students must be mask compliance. Facemask must be worn while in the school building.

Mission of CREC Schools

The CREC Mission Statement: 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.

Section 2-Classroom Routines and Procedures

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.

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 the student were identified as having 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).

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.”

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.

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.

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.

(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.

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.

CREC Policy/Regulation Appendix

Please note that due to the length of the full CREC policy, policy summaries have been provided but are not a replacement for the full text.

All full texts can be found at: <https://www.crec.org/about/policies.php>

Policy/Regulation Summaries (alphabetical):

Media access to students

Policy 1112.5 Summary:

- School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools.
- Other than activities attended by the general public (i.e. sporting events), media representatives shall be required to report to the administration for prior approval before accessing students .
- Parental/guardian permission must be obtained for students to be interviewed, photographed or videotaped by the media other than for events attended by the general public.
- Parents/guardians who do not want their student interviewed, photographed or videotaped by the media shall inform the school principal.

Health and Safety protocols

Policy 3516.1 Summary:

- Safety protocols will be established specific to COVID and are expected to be adhered to for all CREC sanctioned activities.

Pesticide application/management

Policy 3524.1 Summary:

- The Capitol Region Education Council has adopted an Integrated Pest Management (IPM) policy for pest control within our buildings and grounds.
- The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds.

Student nutrition and physical activity

Policy 6142.10 Summary:

- 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.

School uniform (For elementary and schools with no dress code)

Regulation 5132.1 R Summary:

- The decision to implement school uniforms shall be made by the Executive Director or his/her designee, with input from administration, staff, and parents/guardians.
- The school shall communicate information to parents/guardians regarding the uniform policy, including its rationale, benefits to students, and specific information.

Protection of undocumented students

Policy 5111.3 Summary:

- All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of their immigration status or that of their family members.
- CREC personnel shall not take any steps that would deny students access to education based on their immigration status or that would impede the rights of any students to public education under the U.S. Supreme Court's 1982 ruling in Plyler v. Doe, the Family Educational Rights and Privacy Act (FERPA), the Connecticut General Statutes, and any other applicable state and federal law.
- If any member of the CREC community (including students, families, or staff) has questions about their immigration status, CREC employees shall not refer them to the Immigration and Customs Enforcement Office ("ICE") or any other government agency. Instead, employees shall refer them to state and/or local non-profit immigration law organizations.
- It is the general policy of CREC not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit.

Directory information

Policy 5145.15 Summary:

- Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge or consent of the parent or legal guardian of the student or by the student who has attained majority status.
- Parents or students may choose to have their directory information removed from one or more the specific activities without jeopardizing other activities.

Family life education

Policy 6142.1 Summary:

- Family life education shall help students acquire knowledge, attitudes and values which will contribute to the well-being of individuals, families and society.
- Students and parents or guardians shall be informed of their right to exempt the student from the family life program.