



**Family Handbook
2017 – 2018**

University of Hartford Magnet School
196 Bloomfield Avenue
West Hartford, Connecticut 06117
(860) 236-2899
Fax (860) 236-2062
www.crec.org/magnetschools/schools/UHMS

Capitol Region Education Council
111 Charter Oak Avenue
Hartford, Connecticut 06106
(860) 247-2732
www.crec.org

Principal: Mr. Tim Barber
Assistant Principal: Mr. Ken Hurd
504 Coordinator: Mrs. Melissa Faienza
Title IX Coordinator: Mrs. Terri Delahanty

Executive Director: Dr. Greg Florio
Superintendent of CREC Schools: Mr. Tim Sullivan

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

Table of Contents

<u>Topic</u>	<u>Page(s)</u>
Culture of UHMS	1
The Multiple Intelligences	1 – 2
Attendance Policy and Procedures	3 – 4
School Hours, Closings, Delays	4 – 6
Policies and Procedures (Transportation, Dress Code, Trips, etc.)	7 – 12
Positive Behavior Intervention and Supports (PBIS)	13 – 14
Code of Conduct/Behavioral Expectations	15 – 20
Family Health and Wellness Center Policies and Procedures	21 – 23
Library/Media Center Information	24 – 25
Staff Directory	26

Culture of University of Hartford Magnet School

Description of School

The University of Hartford Magnet School is based on the theory of multiple intelligences, developed by Dr. Howard Gardner of Harvard University. This theory proposes that each person has the ability to develop different kinds of intelligence. Dr. Gardner has identified eight distinct types of intelligence:

- Linguistic
- Logical-mathematical
- Visual-spatial
- Musical
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalist

Mission Statement

The University of Hartford Magnet School's (UHMS) mission is to ensure that all students meet high standards and develop their full potential in traditional and expanded academic areas, as defined by Dr. Howard Gardner's Theory of Multiple Intelligences. The magnet school is a multi-faceted educational facility focused on individual learning styles and strengths that brings urban and suburban children, families, and faculty together to form a diverse, innovative learning community.

The Multiple Intelligences

Linguistic Intelligence: This intelligence involves sensitivity to spoken and written language and the ability to use language to accomplish certain goals. Lawyers, poets, speakers and writers are examples of people with high linguistic intelligence. Since this intelligence is typically valued in schools, classroom activities resemble learning that takes place in most traditional classrooms. Reading, writing, social studies, and science instruction help develop linguistic intelligence.

Logical-Mathematical Intelligence: This intelligence involves the capacity to analyze problems logically, carry out mathematical operations and investigate issues scientifically. Mathematicians, logicians, and scientists depend on logical-mathematical intelligence. In the University of Hartford Magnet School, students develop this intelligence in both traditional math discovery, as well as in activities that challenge them to use logic.

Visual-spatial Intelligence: This intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for example, by pilots and navigators). It also involves the use of patterns of more confined areas (such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects.) Students engaged in this intelligence may work on traditional art class skills, but also will explore the space they live in through "space awareness" activities.

Musical Intelligence: This intelligence features a curriculum that places a heavy emphasis on singing and on responding to and creating music. People who excel in musical intelligence may or may not seek or receive formal instrumental instruction. Rather, individuals with high musical intelligence experience music with greater clarity and are affected by music more deeply than those with less music intelligence. Students will develop musical life skills.

Bodily-Kinesthetic Intelligence: This intelligence enables an individual to be aware of her/his body as it exists in its own personal space, as well as how it functions in general space. Gymnasts, ballet dancers, and participants in various organized sports are examples of people who have high levels of bodily-kinesthetic intelligence. A curriculum rich in bodily-kinesthetic instruction develops a broad range of movement awareness. Athletic skills will be developed but, at the same time, students acquire a sense of movement as it relates to time, weight, space energy, and flow.

Interpersonal Intelligence: This intelligence features a person's ability to understand the intentions, motivations and goals of other people. It also focuses on one's ability to relate effectively to and work effectively with others. Educators, clinicians, salespeople, religious leaders, politicians and actors all need well-developed interpersonal intelligence.

Intrapersonal Intelligence: This intelligence involves the ability to understand oneself and to have an effective working model of oneself – including one’s own goals, strengths and weaknesses. Intrapersonal intelligence involves the ability to use the knowledge of oneself effectively in regulating one’s own life. Activities that engage students in reflection enhance this intelligence.

Naturalist Intelligence: This intelligence manifests itself when an individual comes in contact with nature. It involves activities such as spending time outdoors, identifying plants and animals, collecting rocks, and creating nature scrapbooks. Making comparisons and classifying objects from nature help develop this intelligence.

School Charter

At the University of Hartford Magnet School,

We are a

Respectful

Responsible and

Safe

Learning community.

Attendance Policy and Procedures

Attendance

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

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

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

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

UHMS Attendance Procedures

- School begins at 9:00 a.m.
 - Any student arriving after 9:00 am will be marked “tardy.”
 - Students arriving late because of a late-arriving bus will not be marked tardy.
- School dismisses at 4:00 pm.
 - Any student dismissed prior to 3:45 pm will be marked “dismissed early.”

Truancy

A student age five to eighteen, inclusive, with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

- Four absences in one month may result in an attendance meeting with administration.
- 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 psychologist, social worker and/or school nurse may be in attendance to support the creation of the plan.
 - The 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.
 - A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations.

Excused Absence

A student’s absence from school shall be considered “excused” if 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. Parents/guardians can either send in a written note to or speak with the school nurse to document their child’s absence.
- B. Students receive an excused absence for the tenth absence and all absences thereafter, 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 other than the one the student attends
 6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines

Other

1. Per guidance provided by the CT State Department of Education in May 2013, “absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence.” (ie: in the case of an inclement weather situation.) No parental note is needed in this circumstance.
2. Per guidance provided by the CT State Department of Education in May 2013, Extraordinary Educational Opportunities may now be considered excused absences if the established criteria are met. Approvals for Extraordinary Educational Opportunities will be submitted by parent/guardian to the CREC Superintendent’s office 10 days prior to the trip.

Unexcused Absence

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) or
- B. The absence meets the definition of a disciplinary absence.

School Hours, Delayed Openings, Emergency Early Dismissals, and Closings

School Hours

Pre-K	9:00 a.m. - 3:00 p.m.
Kindergarten - Grade 5	9:00 a.m. - 4:00 p.m.

Early Release

Pre-K	9:00 a.m. - 12:00 p.m.
Kindergarten - Grade 5	9:00 a.m. - 12:00 p.m.

Morning Drop-Off

For their safety, students **CANNOT** be dropped off at school before 8:30 am, unless they participate in the Before Care Program.

Kindergarten through 5th Grade Morning Drop-Off/Valet

There are two choices of how to drop your child off in the morning.

1. Park and walk your student(s) in
 - a. Park only in a designated parking spot.
 - b. Walk your child into the building through the Front Entrance.
 - c. Drop your child off at the front desk – they will go to Breakfast, Walking, the Library, or their classroom, depending on the time.
2. Valet Drop-Off (Begins at 8:30 am)
 - a. Enter the parking lot (not the bus circle).
 - b. Drive to the UHMS Valet area – **Do NOT drop students off before pulling up to a UHMS adult.**
 - c. Allow your child to exit only from the passenger side of your vehicle. If your child is unable to open the car door, you must assist them.
 - d. Be sure that your child has all of his/her belongings.
 - e. Children must **never** be dropped off in the bus circle.

After 9:00 am, you must park your car, walk your child in, and sign them in at the front desk.

Prekindergarten Drop-Off

All pre-k students **must** be escorted to their classrooms and ‘checked-in’ by their parent/guardian each day. While we know that the parking lot is a busy area during the morning, **all pre-k parents must park their car in the lot and walk their child(ren) to their classroom.**

Afternoon Dismissal

Please make sure that your child knows how she/he will go home each day.

All transportation changes must be made **NO LATER than 2:30 PM** (full school days) and 10:30 (early dismissal days) by calling the front desk (860) 236-2899, extension 2600.

Kindergarten through 5th Grade Afternoon Pick-Up/Valet

There are two choices of how to pick up your child in the afternoon.

1. Valet Pick-Up (3:50 – 4:15)
 - a. Pull your car up to the UHMS Valet attendants or in the line of waiting cars.
 - b. A UHMS Valet attendant will come to your car and have you sign-out your child. Once you have signed-out your child, **please do not exit your car.**
 - c. Your child will be brought to your car.
 - d. If your child must enter your car on the driver’s side, you must place them in the car.

2. Park and pick up student in the school
 - a. Park only in a designated parking spot.
 - b. Enter the North Café patio entrance after 3:45 pm. When facing the front of the school, walk to the left of the building and enter the cafeteria from the patio.
 - c. Sign your child out.
 - d. Remain in the cafeteria until your child is escorted to you.
 - e. Exit through the North Patio doors

To ensure that nearby classrooms are not disturbed and that all students remain safe, all adults must remain only in the cafeteria. No one is allowed to wait for their child in the hallway.

Early Release Days – Pre-K

On Early Release Days, all students (PK – 5th) are dismissed at the same time. PK parents CAN utilize PM ‘Valet’ service. Please see your child’s teacher with any questions.

Drop-Off and Pick-Up Reminders

- When entering the parking lot, only a right hand turn is permitted.
- **Never** double-park.
- **Never** pull into the bus circle after 8:30 a.m. or after 3:30 p.m.
- Hold your child’s hand when walking through the parking lot.
- **Never** leave your car unattended.
- Put your cell phone away and be alert to all traffic issues and pedestrian safety.
- Follow all staff/security guard requests.
- Have your children stay by your side – regardless of their age – while in the parking lot.
- **Please tell every designated driver of these safety rules.**

Emergency Early School Closing, Delayed School Opening and School Closing

You will be notified of Emergency Early Closings, School Delays, and Closings with an email/phone call from our School Messenger system. These changes to our regular schedule will be announced through a variety of media. You can hear/view

closings and delayed openings on the radio (WTIC - AM & FM); TV (WFSB, NBC, ABC, FOX61); internet (websites associated with the above media outlets.)

Delayed School Opening and School Closing – Transportation

The inclement weather procedure for the Regional School Choice Office (RSCO) transportation is uniquely different than all other school district policies. We want to help clarify that procedure for you.

- If UHMS is closed, no transportation will be provided.
- If UHMS is on a delay but your home town is on schedule, the bus will run on a delay.
- If UHMS is open but your home town is closed, transportation will not be provided from your town. You may drive your child to school that day but arrangements also need to be made to return the student home.
- If UHMS is on time and your home town district has a delay, the bus will operate on a delay (the delay may be later if the bus serves multiple towns – see below).
- If UHMS has a full day, but your home town has an early release due to weather, the bus will pick up students early from UHMS.
- If your student rides a bus that serves multiple towns, the bus operates on the longest delay of those towns. Families should be aware of what towns their student’s bus serves. That information can be found in the “Bus Route Information” at www.crec.org/transportation.

The CREC Transportation Call Center will be staffed to answer emergency calls. It is not unusual to experience high volume of calls in the Call Center during inclement weather days. Please assist the Call Center on these days by using them only in the event of an emergency, severe delay, or no shows.

There is no perfect solution to transporting students in bad weather. Buses operate slower to be safe, delays occur due to accidents and poor road conditions, and students must wait in undesirable weather. We appreciate your patience, understanding, and cooperation during these challenging days.

If you have any questions regarding the inclement weather procedure, please call 860.524.4077 or email the CREC Transportation Office (transportation@crec.org).

Before Care Program During Delayed Opening

The Before Care Program will open 1½ hours before the start of the school day, regular or delayed.

Example:

- One Hour Delay: Before Care will begin at 8:30
- 90 Minute Delay: Before Care will begin at 9:00
- Two Hour Delay: Before Care will begin at 9:30

After Care Program During Emergency Early Dismissals

The After Care Program will NOT be in session on the afternoon of an Emergency Early Dismissal. *Please make arrangements to pick up your child as soon as possible.*

Policies and Procedures

Admission/ Registration

1. The following towns are participating districts of the University of Hartford Magnet School: Avon, Bloomfield, Farmington, Hartford, Simsbury, West Hartford and Wethersfield. All other towns are included in Parent Choice.
2. A lottery will be held by the Regional School Choice Office, www.choiceeducation.org.
3. Preference will be given, but not guaranteed, to siblings of current students at UHMS, 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.
4. If parents withdraw a child who is enrolled in kindergarten through grade 4, they must withdraw all siblings.
5. **Registration Requirements**
 - Two documents showing proof of residence, such as a utility bill and lease/mortgage;
 - Birth certificate/passport may be used for proof of birth (if child is coming from outside the U.S.);
 - A copy of the child's most recent report card (if applicable);
 - Social Security number

Animals in School

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

Asbestos

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

Birthdays

Your child's birthday will be acknowledged with a birthday bookmark, certificate, pencil and announcement during morning announcements. Please do not send in any food for celebrations due to the various food allergies and medical conditions.

Invitations can only be distributed at school if every student in the class is invited.

Celebrations

Classroom celebrations involving food are not allowed. Due to various food allergies, as well as medical conditions, treats must not be brought into school.

Cell Phone/Valuables Policy

Parents and students should be aware that bringing valuable items to school increases the risk that the item could be lost or stolen. Students should leave valuable items at home.

Students are not permitted to use cell phones during the school day. If a student is using a cell phone during the school day, the phone will be confiscated and the parent/guardian will be notified.

Change of Address, Home or Work Telephone Numbers

If you move or change your telephone numbers (home, work or cell), please notify the school office **immediately**. It is important that we have the most updated contact information on file.

Cheating/Plagiarism (Academic Dishonesty)

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

Contacting Teachers

Faculty may not be interrupted during teaching hours. Please leave a voice mail or email unless it is vital to contact the teacher immediately. In this case, call the main desk at (860) 236-2899, ext. 2600 and the receptionist will contact the teacher.

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.

Emergency Evacuation

In the unlikely event of an emergency evacuation from University of Hartford Magnet School, students will be go to the Gengras Student Center located at the University of Hartford. **This arrangement is not to be confused with the procedure for a closing of school due to inclement weather.**

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 the CREC Director of English Language Learners Services.

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.

Field Trips

As part of the enrichment program of the school, field trips are designed to extend the learning experiences of the students. Such trips are carefully planned and supervised by teachers and are frequently assisted by parents. Most admission costs and some fees are not covered. Detailed information and a permission slip will be sent home for each trip to be signed by parents and returned. Signed permission slips must be turned in for your child to participate...verbal permission is not sufficient. **Students who do not have a signed permission slip will not be allowed to attend the field trip.** Scholarships are available upon request.

Any student whose behavior is considered detrimental to the well-being of other students while on a field trip may be prohibited from participation by the principal.

Fire Drills and Lock-Down Drills

Fire and Lock-Down drills are held at regular intervals as required by state law. Students must follow teacher directions during these drills. You will be notified after we conduct a lock-down drill.

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, Margy Clark, or the CREC District Liaison, Carole Kerkin.

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.

Lost and Found

A lost and found box is located outside of the South 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.

Military Families

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

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.

UHMS has three marking periods. Progress Reports are distributed during scheduled parent-teacher conferences after the close of the first two marking periods. Final report cards are sent home with students on the LAST day of school.

Below is the schedule of UHMS' marking periods and schedule parent-teacher conferences.

Marking Periods	End of Marking Period	Parent-Teacher Conferences
First	December 1, 2017	December 6 th – 8 th 12:00 pm dismissal
Second	March 9, 2018	March 14 th – 16 th 12:00 pm dismissal
Third	June 12, 2018	Report Cards go home on LAST day of school

Parent Involvement/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 now have a home school compact which was sent home in the summer packet. We encourage you to read this document thoroughly.

Please contact our school's Parent Liaison, if we may be of any assistance to you.

Party Invitations

Invitations can only be distributed at school if every student in the class is invited.

Parent/Family contact information can be found in the Family/Student Directory. If a family does not include their contact information in the Directory, the school cannot share this information.

Pesticide Application

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

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) or 504 Meeting for a child requiring special education, related services, or accommodations.

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.

Progress Reports

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. Progress reports are distributed and discussed at Parent conferences in December and March. Final progress reports are sent home on the last day of school with the students.

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 must be informed by March 15 if retention or acceleration 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.

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.

Suicide Intervention/Prevention

The University of Hartford 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, UHMS will direct school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

The UHMS 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 UHMS.

Teacher and Paraeducator 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 paraeducators and their qualifications.

Transportation

Bus Transportation

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 six school districts outside the school's home community of Hartford is funded by the State Department of Education. 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.

Please see www.choiceeducation.org for more information on transportation to and from magnet schools.

Changes in a Student's Transportation

If there is a change in your child's normal afternoon transportation, send a signed note to their classroom teacher with the change 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.

Please make all transportation changes NO LATER than 2:30 PM (full school days) and 10:30 (early dismissal days) by calling the front desk (860) 236-2899, extension 2600

Transportation Complaints

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

Legal Requirements for Transporting Children

- Please see www.ctsafekids.org to learn more about 'Child Passenger Safety Laws'. Some highlights from this site are:
 - Toddlers must ride in a car seat.
 - Children must ride in a car seat/booster seat until they reach 7 years old **AND** 60 pounds.
 - Children riding in booster seats **MUST** wear a lap **AND** shoulder belt.
- For the safety of your children, please follow these legal requirements and the offered suggestions. If you need assistance in finding the proper equipment, please feel free to contact us...we are here to help.
- For purposes of 'Valet' PM Pickup, if you do not have the required equipment in your car, you will need to pull over and put your child in your car...UHMS staff will not place your child in the car.

Visiting the School

Parents are invited to visit our school. Below is a breakdown of some of the procedures that are in place to keep everyone safe.

- To arrange a classroom visit, please contact the teacher with at least 24 hours in advance.
- Sign in with the receptionist when you arrive at school.
- Obtain a visitor's badge.
- Sign out and return your visitor's badge as you leave the building.

Positive Behavioral Interventions and Supports (PBIS)

University of Hartford Magnet School implements Positive Behavioral Interventions and Supports (PBIS), a district-wide initiative. The purpose of PBIS is to teach students school-wide expectations to maintain a respectful, responsible and safe school environment. This school-wide approach will not only maintain and improve our positive school climate, but also maximize the achievement of all students.

A matrix of positively stated expectations for all students and staff has been created and can be found on page 14. To ensure a consistency of expectations, positive recognition, and re-teaching, common lesson plans have been created and taught to all students.

There are procedures to encourage and recognize the demonstration of these expectations, as well as, to discourage inappropriate behaviors.

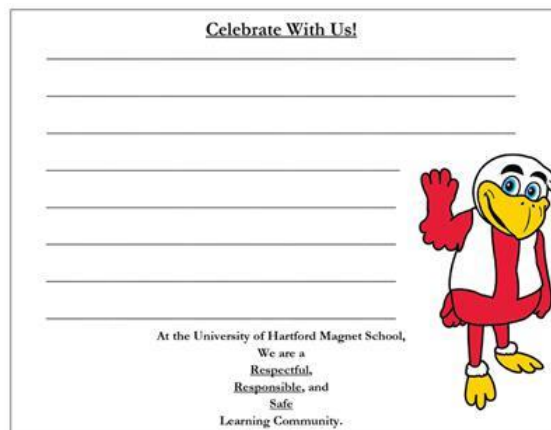
Procedures to Encourage and Recognize Expected Behaviors

Hawkeyes: A Hawkeye is a way to recognize students who exhibit the explicitly taught behaviors in any setting at school. The purpose of the “Hawkeye” is to promote positive interactions between all community members. Any UHMS staff member can hand out a Hawkeye to recognize and encourage positive choices.



Postcards

A “Postcard” is our way of communicating to students and families how much we value their hard work and commitment to demonstrating Respectful, Responsible and Safe behaviors. The students will receive them in the mail. Celebrate with them by posting them in your house.



Procedures to Discourage Inappropriate Behaviors

Students at UHMS are explicitly instructed in the behavioral expectations for each setting within the school (recess, classroom, hallways, bathroom, etc). Behaviors not meeting the expectations are classified as either “Classroom Managed” or “Office Managed.”

Classroom Managed Behaviors include behaviors that are mild incidents of behavior that do not cause harm or great disruption. Staff will remind the student of the expected behavior. If the behavior persists, the staff member will re-teach the expectation. If the behavior continues, the staff member will again re-teach the behavior, complete an Office Discipline Referral (ODR) and have the student complete a Reflection Sheet. A consequence will be given to the student at the teacher’s discretion.

Office Managed Behaviors include incidents of behavior that cause great disruption or involve harmful physical contact (aggression, disrespect, etc.) The staff will fill out an ODR to document the incident and send it to the office for immediate administrative action. Parent/Guardians will be informed.

University of Hartford Magnet School
Behavior Matrix

School-Wide Expectations	Classroom	Hallways	Bathroom	Cafeteria	Recess	Agora	Bus	Dismissal Areas
<u>I am Respectful:</u> To treat others the way I want to be treated.	<ul style="list-style-type: none"> • Use kind words • Use quiet voice • Follow teacher directions the first time • Wait my turn to speak 	<ul style="list-style-type: none"> • Face forward • Use walking feet • Keep hands, body and objects to myself • Keep voice off • Use silent waves 	<ul style="list-style-type: none"> • Clean up after myself • Wait for turn quietly • Knock before turning the door knob 	<ul style="list-style-type: none"> • Use table manners • Follow adult directions • Sit properly in seat • Raise hand to get up 	<ul style="list-style-type: none"> • Use kind words • Take turns • Follow teacher directions the first time 	<ul style="list-style-type: none"> • Sit and stay on bottom quietly • Keep eyes on speakers • Listen, watch, participate and wait politely • Keep voice off when others are speaking 	<ul style="list-style-type: none"> • Use kind words • Follow adult directions the first time • Use quiet voices 	<ul style="list-style-type: none"> • Enter and exit areas with voice off • Ask permission to leave line • Follow teacher directions the first time • Stay seated on my bottom while waiting
<u>I am Responsible:</u> To do what I am supposed to do when I am supposed to do it.	<ul style="list-style-type: none"> • Follow rules and routines • Do my best • Listen when others are speaking 	<ul style="list-style-type: none"> • Have a hall pass and go directly to destination • Keep my place in line 	<ul style="list-style-type: none"> • Use bathroom quickly and quietly • Wash and dry hands • Put trash in garbage 	<ul style="list-style-type: none"> • Line up for food quietly • Clean up after myself 	<ul style="list-style-type: none"> • Clean up outdoor items • Line up quickly and quietly • Help others when needed 	<ul style="list-style-type: none"> • Stay seated • Enter and exit with voice off • Leave possessions in classroom 	<ul style="list-style-type: none"> • Sit in my seat • Keep my belongings to myself 	<ul style="list-style-type: none"> • Listen or watch for my name or bus number • Wait quietly and patiently • Keep my belongings to myself • Line up quickly and quietly when called
<u>I am Safe:</u> To take care of myself and others so no one gets hurt.	<ul style="list-style-type: none"> • Keep my hands, body and objects to myself • Use property and materials carefully and correctly 	<ul style="list-style-type: none"> • Keep my hands, body and objects to myself • Use walking feet • Face forward 	<ul style="list-style-type: none"> • Keep soap and water in sink • Wash and dry hands • Only one person in bathroom at a time 	<ul style="list-style-type: none"> • Stay seated • Keep hands, body and objects to myself • Keep my food and drinks to myself 	<ul style="list-style-type: none"> • Keep my hands, body and objects to myself • Use and share equipment the right way • Stay in the assigned area 	<ul style="list-style-type: none"> • Take my seat quickly and quietly • Keep my hands, body and objects to myself 	<ul style="list-style-type: none"> • Stay in my seat until it is my turn to leave the bus • Keep my hands, body and objects to myself 	<ul style="list-style-type: none"> • Stay seated until my name or bus number is called • Keep my hands, body and objects to myself

Code of Conduct and Behavior Expectations

Behavioral Expectations

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 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 and seek ways to restore trust
- 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, adhering to CREC Policy 5144 included below.

Article I - Disciplinary Procedures - Overview

- 1.1 When minor violations occur, the usual procedure will be a discussion of the problem with the student and counseling of the student to eliminate repetition of the violation.
- 1.2 Repeated minor occurrences or a serious violation should lead to a parental conference.
- 1.3 When these measures prove ineffective, other disciplinary measures (i.e. - removal from classroom, suspension or expulsion) may be warranted and imposed by the school principal, his/her designee, the Executive Director and/or the Council.

Article II - Removal

Removal - means an exclusion from a classroom for all or part of a single class period, provided such exclusion does not extend beyond ninety minutes.

- 2.1 The Council authorizes teachers, with the approval of the school principal, or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom. However, no student shall be removed from class more than six times in any one school year nor more than twice in one week unless the student is granted an informal hearing by the school principal or his/her designee in accordance with Article V.
- 2.2 Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or

his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefore.

- 2.3 Each teacher shall maintain an individual student log of disciplinary action in accordance with a designated form. The teacher shall provide the original copy of such log to the school principal when referring a student for disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal must consider the case an in-school suspension or suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.
- 2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of the removal.

Article III - In-School Suspension

In-School Suspension - means an exclusion from regular classroom activities for no more than five (5) consecutive school days. In-school suspension does not include exclusion from school. An in-school suspension shall not extend beyond the end of the school year in which the in-school suspension was imposed.

3.1 During an in-school suspension:

- a. The student must report on time to the in-school suspension room. Students who do not complete their assignments during their in-school suspension will be given additional time of in-school suspension up to an aggregate of five (5) consecutive school days.
- b. Special assignments must be completed by the student and returned to the Assistant Principal's office, or the school principal's designee.
- c. Except for lunch, no student is allowed to leave the in-school suspension room unless either an emergency exists or the student is granted permission by the teacher in charge of in-school suspension.
- d. Uncooperative students are to be reported to the office immediately.
- e. Additional classroom work may be assigned by the teacher in charge of in-school suspension when appropriate.

- 3.2 Students not complying with the in-school suspension rules indicated above, shall be suspended out-of-school after an informal hearing with the school principal or his/her designee as set forth in Article V.

Article IV - Suspension

Suspension - means exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days or a total of fifty (50) days in one school year. A suspension shall not extend beyond the end of the school year in which the suspension was imposed. For purposes of reporting, partial day removals are to be included when determining the number of days a student has been suspended.

- 4.1 Unless an emergency situation requiring the student's immediate exclusion exists, the school principal shall observe the procedures set forth in Articles V and VI, in all actions which may lead to suspension. In the event of an emergency, the procedure must be initiated as soon after the cessation of the emergency as possible, but no later than seventy-two (72) hours after the exclusion.
- 4.2 No student shall be suspended prior to having an informal hearing before the school principal or his/her designee, in accordance with Article V.

Article V - Informal Hearing Process

The following procedures shall be followed in the event that the school determines a suspension may be warranted:

- 5.1 Prior to a suspension, the student will be informed of the charges which have been posed.
- 5.2 The student will meet with the school principal or his/her designee to review the incident.
- 5.3 The student shall be granted an opportunity to refute the charges against him/her.

- 5.4 Based on the information provided to the school principal or his/her designee, the school principal or his/her designee shall make a decision. However, the school principal, if he/she deems it necessary shall investigate the matter further prior to making a decision. Upon completion of the investigation, the school principal or his/her designee shall make a decision.
- 5.5 The school principal or his/her designee shall inform the student and his/her parent or guardian of the disciplinary action imposed within a reasonable period of time.

Article VI - General Procedure Governing In-School Suspensions and Suspensions

After an in-school suspension or a suspension, the following procedure shall be followed:

- 6.1 The school principal or designee shall make every effort to immediately notify the parents and/or guardians at the last phone number(s) provided to the school by the parents and/or guardians of the student about the student's action and state the cause(s) leading to the school action.
- 6.2 Whether or not telephone contact is made with the parent, the school principal or his/her designee shall notify the parents and/or guardians in writing at the most recent address reported on school records within one school day of the action and shall offer the parent an opportunity for a conference to discuss the matter.
- 6.3 If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.
- 6.4 Any student who is given an in-school suspension or is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of in-school suspension or suspension.

Article VII - Expulsion

Expulsion - means an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one (1) calendar year. All expulsions are handled by the home school district.

- 7.1 The L.E.A. may expel a student from school if, after a hearing, the Board finds that his/her conduct endangers persons or property, or whose conduct on or off school grounds is seriously disruptive of the educational process, or is violative of a publicized school policy.
- 7.2 In the event that a school principal or other school personnel has reason to believe that the student has engaged in conduct that endangers persons or property, conduct, on or off school grounds, that is seriously disrupting of the educational process or is violative of a publicized school policy, the school principal or his/her designee shall conduct an investigation into the matter.
- 7.3 If, after completing the investigation, the school principal determines that grounds for expulsion exist, he/she shall forward such request to the Superintendent of the local school district after consultation with the Assistant Executive Director within five (5) days of the conclusion of the investigation.

Article VIII - Actions Leading to Suspension or Expulsion

- 8.1 Any student whose conduct endangers persons or property or whose conduct on or off school grounds is seriously disruptive of the educational process or is violative of a publicized school policy shall be subject to discipline up to and including expulsion.

The following acts shall be grounds for disciplinary action, up to and including, expulsion:

- a. Striking or assaulting a student or any member of the school staff.
- b. Theft or knowingly possessing stolen goods.
- c. Using obscene gestures, racial slurs or abusive language directed at a member of the school staff or other students.
- d. Participating in walkouts from, or sit-ins within a classroom or school building.
- e. Attempts at extortion or intimidating school staff or other students.
- f. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.

- g. Possession of drug paraphernalia.
- h. Possession of cigarettes and/or other types of tobacco.
- i. Destruction of school property or personal property.
- j. Misbehavior on a school bus.
- k. Class truancy.
- l. Possession of electronic devices.
- m. Unauthorized use or misuse of computers or other technological equipment.
- n. Possession of a remotely activated paging device (unless the student obtains written permission from the school principal for possession and use of the device).
- o. Sexual harassment, harassment and hazing.
- p. Leaving school without permission.
- q. Misconduct of a nature that threaten the safety of school property or the welfare of the persons who work or study therein.
- r. Refusal to give name or giving a false name to teacher, refusal to obey or insolence towards a member of the school staff.
- s. Violation of smoking, dress, attendance or transportation regulations.
- t. Gambling.
- u. Accumulation of minor offenses.
- v. Throwing snowballs, rocks, sticks, food, etc.
- w. Failure to stay for detention.

The above noted list is not exhaustive and students may be disciplined, up to and including expulsion, for other forms of conduct that endangers person or property or whose conduct on or off school grounds is seriously disruptive of the educational process or whose conduct violates publicized school policies.

8.2 Students requiring special education and related services may be suspended in accordance with applicable federal and state law.

Article IX - Actions Leading to Mandatory Expulsion

In accordance with state law, whenever there is reason to believe that any student was in possession of a firearm or deadly weapon on or off school grounds, the Principal will recommend expulsion to the local Superintendent and LEA.

In the event that the Board finds, after a formal hearing, that the student possessed a firearm or weapon on or off of school grounds, the student shall be expelled from school for one (1) calendar year. However, the Board, on a case-by-case basis, may modify the expulsion period.

Bullying, Harassment, Hazing

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 cyber-bullying, 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 Mr. Hurd, **Safe School Climate Specialist**, for review and action. A copy of this school's safe school climate plan may be found with Mr. Hurd. The complaint procedure is also posted on the District's website and the school website.

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

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

The University of Hartford Magnet School utilizes the term "**Acts of Meanness**." Parents are urged to reinforce with their child(ren) that if he/she is treated meanly or sees an act of meanness toward someone else, he/she should report this behavior to a teacher or administrator. To maintain a productive and positive learning environment, the Administration will make every attempt to halt any act of meanness which they become aware of by calling attention to this policy or by direct disciplinary action, if necessary. Please contact our Safe School Climate Specialist with any questions.

The district's program

1. Permits anonymous reports of bullying by students and written reports by parents or guardians;
 - a. UHMS utilizes the term "**Acts of Meanness**" and has designated a box in the library where students can anonymously report such acts.
 - b. Parents/guardians contact the Safe School Climate Specialist.
2. Requires teachers and other school staff to notify school administrators of bullying acts they witness and students' reports they receive;
3. Requires school administrators to investigate parents' written reports and review students' anonymous reports;
4. Requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there;
5. Requires each school to have an intervention strategy for school staff to deal with bullying, including language and bullying in student codes of conduct; and
6. Requires notice to parents or guardians of all students involved in a varied act of bullying. The notice must describe the school's response and any consequences that may result from further acts of bullying.

Child Abuse

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraeducators 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, deprivation of necessities, emotional abuse, cruel punishment or neglect is also considered child abuse.

Dangerous Weapons and 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)

Sexual Harassment

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.

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 law.

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.

Nurse's Office

Administration of Medications

Parents of students requiring medication during school should contact the Margy Clark, our school nurse. Special forms are required to permit the administration of medicine in school. They are available from the Mrs. Clark. All medication must be in original container with proper labels.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's, dentist's or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an epipen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physical are required.

The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

Communicable Disease Policy

If your child has a fever (100° or higher), please keep him or her at home until he or she has been free of fever for 24 hours. If your child has been vomiting and or has been having diarrhea, please keep them home until 24 hours after their last episode.

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

- Vomiting and/or diarrhea – student may return 24 hours after last episode
- Fever (100° or higher) – student may return after 24 fever free hours
- 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 (bacterial skin infection) – 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 receiving treatment for the lice. Proof of treatment is needed by the school nurse (empty labeled treatment bottle) as well as examination the by 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 classroom.
- Ringworm on the body – student may be at school while being treated for ringworm. Antifungal treatment must be in place and the area must be covered while at school either by clothing or band aid. The nurse will notify parents if there are numerous cases of ringworm in the classroom.
- 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 of ringworm in the classroom.
- Fifth's Disease – student will be allowed in school except if feverish.
- Chickenpox and other childhood illness – student allowed in school per consent of physician.

If your child has any other illness, please report it to the school nurse.

Emergency Medical Treatment

Parents/Guardians are required to complete the emergency contact forms on a yearly basis. This form gives details of contact information as well as physician, hospital of preference, medical conditions, permission to administer CREC's standing orders, permission to use Tylenol and Tums, and insurance company and numbers. It is important that a parent contacts the school if there are any changes to any of the information on the forms. **This form is of utmost importance for your child's safety.**

Illness

If your child is sick or will not be in school for any reason, please contact the nurse at 236-2899 x2636 between the hours of 7:00 AM and 9:00 AM. Please leave your child's name, teacher's name and reason for the absence. If you need the nurse to contact you, please leave a phone number.

Immunizations and Physicals

Kindergarten – 5th Grade

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.

Pre-kindergarten

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.

Vision and hearing screenings are conducted for all pupils annually. Results of these examinations are noted on the child's cumulative health record. The nurse will notify the parent if a child has not passed any of the screenings. The parent is always welcome to request additional vision and hearing screenings. Fifth grade students will be screened for scoliosis (curvature of the spine). If you have enrolled your child in the UHMS school based health clinic, the insurance company will be billed for these screening services.

Outdoor Recess Policy

Please make certain your child comes properly dressed for outside recess. 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. If a child has a cast or is on crutches and has been medically excused from Bodily-Kinesthetics, then they will also be excused from recess, per doctor's note.

We will have recess outdoors unless it is 20° or below or there are severe snow/wind/ice factors. In cases of extreme heat, the nurse will determine if outdoor recess is allowed.

WELCOME TO THE UHMS LIBRARY MEDIA CENTER

UHMS Library Schedule and Classes: Every Prekindergarten – 5th grade class visits the UHMS Library each week.

Pre-K classes come with their teacher for 30 minutes of story fun and related activities designed to engage our youngest learners in the joy of read-alouds while expanding their listening, vocabulary, conversational and other fundamental literacy skills.

K – 5 classes have Library once each week for 40 minutes. While the majority of the class period is instructional, students are afforded time to check out books. Students are routinely exposed to a variety of genres (types) of reading materials with a multitude of purposes. For example, we explore authors, poetry, reading for information; we connect and discuss literature from around the world; we connect characters to our own lives, we compare and contrast similar stories, etc. Students may also have classes in which they explore the concept of information searching, using reference resources (encyclopedias, dictionaries, atlases, etc).

Upper grades learn about online information searching and internet safety. 3rd – 5th graders learn how to participate in secure, restricted online blogs or wikis with their peers. 4th and 5th graders participate in a variety of activities involving the Connecticut Nutmeg books. In all Library classes, there are two primary goals:

- 1) To encourage students to become life-long learners and readers as the fundamental building block of future success and
- 2) To develop respectful and responsible students capable of cooperation, critical thinking and problem solving as they progress through their school lives

Book Check Out: Kindergarteners and 1st graders are able to check out one Library book each week (provided that the previous week's selection is returned). 2nd graders – 5th graders are able to have 2 books out at any given time; for each book returned, another one may be checked out. Please note that Library books are due the following week on the day the student has Library. Students in 2nd – 5th grades are allowed to renew a book by bringing it in on the day it is due and placing a renew slip inside the book (provided by classroom teachers) and returning it as usual. During the student's Library class that day, the renewed book is returned to him/her. Chapter books are usually allowed to be renewed multiple times if a student is still enjoying AND reading them.

K – 5 students are responsible for bringing their Library books into school on the morning the book (s) is (are) due and placing it (them) in their classroom Library crate as soon as they enter the classroom **and** prior to 9:10 am. Students learn that they themselves must remember to take Library books out of book bags/back packs and place them in the Library crate as part of our school philosophy to develop responsible, respectful learners. Due to the large number of UHMS students and classes coming to the Library each day, students arriving after 9:10, or who forget Library books in their backpacks, **on their scheduled Library day** are most likely not able to check out another book until the next school day.

The UHMS Library is open every school morning from 8:35 to 8:50 am; K-3 students may come in on Monday and Wednesday mornings to exchange or return overdue books; students in grades 4 and 5 may come in on Tuesday and Thursday mornings to exchange or return books.

Families should note that if a student's Library book from the previous week is not in their Library classroom crate by 9:10 am on Library day, it is considered OVERDUE and the student will receive a reminder notice from the Library that day to bring home. It is the student's responsibility to bring in and/or deliver the book back to the Library as soon as possible. The UHMS Library **does not** charge late or overdue fines. However, students will not be allowed to borrow additional books until overdue books are returned. Books that are damaged or lost must be

replaced; students will be sent home with a request for payment in those instances. A great deal of emphasis is placed on respectful and responsible Library book care at all grade levels. UHMS is very fortunate to have an extensive and carefully selected collection of over 12,000 books and resources for our entire community; every student comes to know our Library materials as treasures, treasures to be loved, enjoyed, learned from and properly cared for. We greatly appreciate family support in these efforts to maintain our resources for everyone and to develop conscientious life-long readers.

Parents or guardians may contact our Librarian, Ms. Cheryl Dowling, by email at cdowling@crec.org or by phone at 860-236-2899 x2620 with any questions, concerns or issues.

2017 – 2018 University of Hartford Magnet School Staff Directory

Name	Grade	Email		Name	Grade	Email
Alleyne-Manga, Rema	Paraeducator	rmanga@crec.org		Kukucka, Rebekah	Kindergarten	rstevenson@crec.org
Anderson, Evva	Special Education	eanderson@crec.org		Lacasse, Sarah	Paraeducator	slacasse@crec.org
Barber, Tim	Principal	tbarber@crec.org		Lambert, Lauren	Music	ltorres@crec.org
Bates, Joanne	Paraeducator	jbates@crec.org		Lebel, Paula	Office Admin.	plebel@crec.org
Baxter, Susan	4	sbaxter@crec.org		Love, Paula	Pre K	plove@crec.org
Bellacosa, Christa	1	cbellacosa@crec.org		Lukiwsky, Kim	Literacy	klukiwsky@crec.org
Beyer, Krista	5	kbeyer@crec.org		Maliszewski, Amy	Pre K	amaliszewski@crec.org
Bornn, Britney	Occupational Therapist	bbornn@crec.org		Marino, Megan	Special Education	mmarino@crec.org
Boyle, Jessica	2	jboyle@crec.org		Martell, Everett	Maintenance	emartell@crec.org
Brosman, Barbara	Interventionist	bbrosman@crec.org		Martin, Kathleen	Interventionist	kmartin@crec.org
Chapdelaine, Janine	Pre K	jchapdelaine@crec.org		May, Christine	Special Education	cmay@crec.org
Clark, Margy	Nurse	mclark@crec.org		McCorison, Stacey	Kindergarten	smccorison@crec.org
Crowell, Edward	Visual Spatial	edcrowell@crec.org		Meltser, Tricia	Special Education	pmeltser@crec.org
Crowell, Elizabeth	Visual Spatial	ecrowell@crec.org		Morneault, William	Substitute	wmorneault@crec.org
Daigle, Pamela	2	pdaigle@crec.org		Moss, Taryn	Kindergarten	tmoss@crec.org
Daly, Susan	4	sdaly@crec.org		Oberholtzer, Julie	Special Education	joberholtzer@crec.org
Day, Heather	Paraeducator	hday@crec.org		Onofrio, Sherri	Paraeducator	sonofrio@crec.org
Delahanty, Terri	Program Coordinator	tdelahanty@crec.org		Ouellette, Morgan	BK	mouellette@crec.org
Deutsch, Laura	Music	ldeutsch@crec.org		Pedrolini, Lucia	Paraeducator	lpedrolini@crec.org
Disabella, Lindsey	2	ldisabella@crec.org		Phillips, Julie	Special Education	jphillips@crec.org
Dowling, Cheryl	Librarian	cdowling@crec.org		Reddy, Claudia	Food Services	creddy@crec.org
Eisenhaure, Courtney	Interventionist	ceisenhaure@crec.org		Rheaune, Jill	ELL	jrheaune@crec.org
Fabrizi, Annmary	Meals Program	afabrizi@crec.org		Rivera, Ammie	PK	amrivera@crec.org
Faienza, Melissa	School Psychologist	mfaienza@crec.org		Sanchez, Ana	5	ariveradelgado@crec.org
Gaumond, Kara	Paraeducator	kgaumond@crec.org		Schunder, Kelly	Social Worker	kschunder@crec.org
Geddo, Michele	Interventionist	mgeddo@crec.org		Shemkovitz, Anne	3	ashemkovitz@crec.org
Hall, Jean	Paraeducator	jhall@crec.org		Spinacci, Maureen	Paraeducator	mspinacci@crec.org
Harris, Tanesha	Paraeducator	tharris@crec.org		Thibodeau, Patrick	1	pthibodeau@crec.org
Hull, Amanda	Paraeducator	ahull@crec.org		Vasseur-Lallo, Heather	4	hvasseur@crec.org
Hurley, Joan	5	jhurley@crec.org		Viering, Jennifer	Paraeducator	jmadden@crec.org
Hurd, Ken	Assistant Principal	khurd@crec.org		Vincenzo, Aline	1	avincenzo@crec.org
Jennings, Debra	Paraeducator	djennings@crec.org		Wilcox, Deborah	Office/Student Records	dwilcox@crec.org
Johnson, Courtney	3	cjohnson@crec.org		Williams, Audrey	Interventionist	awilliams@crec.org
Johnson, Michele	Intervention Coordinator	mjohnson@crec.org		Williams, Kathy	3	kwilliams@crec.org
Kane, Elizabeth	BK	ekane@crec.org		Wright, Melissa	Paraeducator	mwright@crec.org
Kohnle, Sally	Paraeducator	skohnle@crec.org				