

Riverside Magnet School Scholar and Family Handbook 2021 - 2022



Riverside Magnet School
29 Willowbrook Road
East Hartford, CT 06118
860-709-6800
Fax: 860-709-6897

Riverside Magnet School at Goodwin University is owned and operated by Goodwin University and administered by LEARN. The Family and scholar Handbook may be amended from time to time, and LEARN reserves the right to revise its policies in accordance with the law.



Quick Reference Guide

RMS Address

29 Willowbrook

East Hartford, CT 06118

RMS Phone: (860) 709-6800

RMS Fax: (860) 709-6897

Nurse's Extension: 6812

Nurse's Fax: (860) 263-7839

COMMUNICATION

RMS WEBSITE: www.riversidemagnetschool.org

keeps you updated on events and activities at our school.

RMS FACEBOOK

<https://www.facebook.com/riversidemagnetschool/>

SCHOOL MESSENGER

This automated telephone communication service is a courtesy call that allows us to inform families of school closings, delays, and other important announcements. Please be sure that we always have a current telephone contact for you.

RMS Hours

Monday-Friday 8:40 am-3:55 pm

Doors open M-F for drop off at 8:20 am

Scholar pick up dismissal begins at 3:20 and bus dismissal begins at 3:55

Contacts for Transportation

CREC Transportation: (860) 524-4077

East Hartford DATTCO: (860) 904-9783

scholars will not be allowed to ride a bus other than their own without prior authorization from the bus company.

SCHOOL CANCELLATION / LATE OPENING / EARLY DISMISSAL

Snow Days: Due to hazardous road conditions, school may be cancelled. RMS will use the automated notification system to let you know when there is a school cancellation, delayed opening or early closing whenever possible. For this reason, it is very important for the school to have your most recent contact information at all times. In addition you can listen to the following radio stations for cancellation information (given as early as 6:00am) **WFSB-TV (Channel 3); WTNH-TV (Channel 8); FOX News; WVIT-TV (Channel 30).**

Late Openings: Whenever we have a delayed opening, school starting time is based upon road conditions and your local district. Listen to your local radio stations and/or television stations to obtain this information. For example, a one and a half-hour delay means school would begin at 9:50 am and the morning bus stop time would become an hour and half-hour later, as well.

Early Closing: When there is a weather related early dismissal, school messenger will alert families about dismissal time. **Studio will be cancelled.** During November and March there are parent/teacher conferences, as well as some additional days throughout the year, and scholars will be dismissed early.

******You may elect to receive text messages from the following TV Stations (WFSB, FOX CT, NBC, and WTNH). To do this, you must log into the TV stations website and select "closings and delays" and then sign up for text alerts. Search through the list of school names and select "Riverside Magnet School, Goodwin University"******

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September 1, 2021

Dear Riverside Families,

Welcome to the 2021 - 2022 school year at Riverside Magnet School at Goodwin University!

We are so excited for this new school year to begin! This handbook is a resource for scholars and families and is meant to provide an overview of important information and encourage effective communication. **Please sign the Handbook Acknowledgment Form in your welcome packet and return to your classroom teacher by September 17th.**

As a member of the LEARN Regional Education Service Center (RESC) and the community of Goodwin University, our Riverside scholars represent over forty cities and towns in Connecticut. We honor the natural development and diversity of all children so that they can reach their full potential as life-long learners who are confident, respectful and therefore successful in a global world.

Thank you for choosing Riverside Magnet School as your school of choice and for all you do to support our learning community. We wish you a successful year ahead!

Sincerely,

Mrs. Tonja Kelly, Principal, and Mrs. Kelly Gelineau, Assistant Principal

Scholar and Family Handbook - Riverside Magnet School at Goodwin University



The Hundred Languages NO WAY, THE HUNDRED IS THERE

The child is made of one **hundred**.

The child has
a **hundred** languages
a **hundred** hands
a **hundred** thoughts
a **hundred** ways of thinking
of playing, of speaking.

A **hundred**.

Always a **hundred**
ways of listening
of marveling, of loving
a **hundred** joys
for singing and understanding
a **hundred** worlds
to discover
a **hundred** worlds
to invent
a **hundred** worlds
to dream.

The child has
a **hundred** languages
(and a **hundred hundred hundred** more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.

They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.

They tell the child:
to discover the world already there
and of the **hundred**
they steal ninety-nine.

They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things

that do not belong together.
And thus they tell the child
that the **hundred** is not there.

The child says:
No way. The **hundred is there.**

-Loris Malaguzzi
Founder of the Reggio Emilia Approach



Scholar and Family Handbook Acknowledgment Form

A copy of this form will be sent home in your welcome packet. Please sign and return to RMS by Friday, September 17, 2021.

I, _____, (Scholar Name)
acknowledge that I have read the 2021-2022 Riverside Magnet School Scholar and Family Handbook, and have reviewed its contents.

I, _____, (Parent/Guardian Name)
acknowledge that I have read the 2021-2022 Riverside Magnet School Scholar and Family Handbook and have reviewed its contents with my child.

I understand that it is my responsibility to keep the school updated on any change in information, including change of address, phone number, email address; and to return all forms in a timely fashion.

Scholar Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

**Please sign and return form to RMS by Friday,
September 17, 2021**

2021-2022 RMS School Year Calendar

RIVERSIDE MAGNET SCHOOL AT GOODWIN UNIVERSITY



2021-2022 SCHOOL CALENDAR

Tonja Kelly, Principal Kelly Gelineau, Assistant Principal

AUGUST (0)					SEPTEMBER (21/21)					OCTOBER (20/41)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6										1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29
NOVEMBER (18/59)					DECEMBER (17/76)					JANUARY (19/95)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1	2	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				27	28	29	30	31	31				
FEBRUARY (17/112)					MARCH (22/134)					APRIL (16/150)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4		1	2	3	4					1
7	8	9	10	11	7	8	9	10	11	4	5	6	7	8
14	15	16	17	18	14	15	16	17	18	11	12	13	14	15
21	22	23	24	25	21	22	23	24	25	18	19	20	21	22
28					28	29	30	31		25	26	27	28	29
MAY (21/171)					JUNE (9/180)									
M	T	W	Th	F	M	T	W	Th	F					
2	3	4	5	6				1	2					
9	10	11	12	13	6	7	8	9	10					
16	17	18	19	20	13	14	15	16	17					
23	24	25	26	27	20	21	22	23	24					
30	31				27	28	29	30						

*Snow days will be added to the end of the year

AUGUST 31	Meet and Greet
SEPTEMBER 1	First Day of School for Students
JUNE 13	Last Day of School for Students
HOLIDAYS (STUDENTS AND STAFF OFF)	
SEPTEMBER 6	Labor Day
OCTOBER 11	Indigenous People Day
NOVEMBER 11	Veterans' Day
NOVEMBER 25-26	Thanksgiving
DECEMBER 24-31	Holiday Recess
JANUARY 6	Three Kings Day
JANUARY 17	Martin Luther King Day
FEBRUARY 21-22	Presidents' Day Recess
APRIL 11-15	April Recess
MAY 30	Memorial Day
REGIONAL PD DAYS (STUDENTS OFF - STAFF REPORT)	
AUGUST 23	NEW Teacher PD (LEARN)
AUGUST 25-31	All Staff Professional Development
NOVEMBER 2	Staff Development Day
FEBRUARY 18	Staff Development Day
MARCH 11	Staff Development Day
JUNE 14-15	All Staff Professional Development
EARLY DISMISSAL 12:55 PM	
NOVEMBER 15-19	Parent/Teacher Conferences
NOVEMBER 24	Thanksgiving Recess
DECEMBER 23	Holiday Recess
MARCH 14-18	Parent/Teacher Conferences
JUNE 13	Last Day of School
NO STUDIO	
NOVEMBER 24	
DECEMBER 23	
JUNE 13	

End Term Dates:
Term 1: November 5
Term 2: March 11
Term 3: June 13

School Hours:
Monday-Friday 8:40 AM-3:55 PM
Doors open for arrival: 8:20 AM

29 Willowbrook Road, East Hartford, CT 06118 • 860.709.6800 / 860.709.6897 (fax) • www.riversidemagnetschool.org

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RMS School Hours 2020-2021

Monday- Friday

Arrival / Drop Off	8:20 am
Start of School Day	8:40 am
Pick Up Dismissal	Begins at 3:20 pm
Bus Dismissal	3:55 pm
Dismissal on Early Release Days	12:55 pm
Pick Up Dismissal on Early Release Days	12:20 pm
AM Studio M-F PM Studio M-F <i>(available for a fee; you must sign up in advance; based on space availability)</i>	7:00 am- 8:20 am 3:55 pm - 5:45 pm

History & Background of Riverside Magnet School at Goodwin University

Riverside Magnet School at Goodwin University opened its doors in 2013 and was conceived as a Reggio Emilia inspired PK/K school. RMS has grown into a PK-Grade 5 elementary school community that believes that all children are competent learners capable of great success when challenged within a nurturing environment built upon genuine relationships. We promote the process of learning through reflective planning, intentional instruction, authentic assignments, and documentation assessment to support children's holistic growth. Beginning with PK3 and our NAEYC accredited early childhood program, Riverside's learners are guided through a rigorous curriculum of study that focuses on building critical social-emotional and academic skills through grade five. Using projects, purposeful play, collaborative work, emotional intelligence skills, and the essential visual, musical, and physical education classes, Riverside's scholars are encouraged to own their choices and their learning. As a magnet school that proudly serves over 40 towns, diversity in all of its forms is represented and valued as part of our philosophy in helping children take care of themselves, each other, and the environment. Riverside Magnet School is owned by Goodwin University and administered by LEARN.

Our Mission

Our mission is to honor the natural development and diversity of all children so that they can reach their individual potential. Through respectful interactions and our dedication to high quality instruction, we foster a sense of wonder and curiosity that serves as a catalyst for a lifetime of learning. As a Reggio Emilia inspired school, the process of learning is celebrated, represented and acknowledged through ongoing reflection and documentation. **NAEYC Standard 10.A.01**

Our Vision

Riverside Magnet School at Goodwin University is a nurturing community comprised of learners that value our families while fostering genuine relationships. Environments and opportunities are thoughtfully created in response to children's interests, which guide authentic and meaningful learning experiences.

NAEYC Standard 10.A.01

Magnet School Standards

As a magnet school, we have a unique vision and set of outcomes we hope all of our scholars to achieve as a result of being a part of our program. Below, you will find our "magnet school standards" which are weaved into our project work with the scholars at every grade level. The goal is to achieve mastery of these standards, as measured by a rubric, by the time they leave our program in Grade 5.

- 1a. Children will practice active citizenship, demonstrated by participation in class governance, conflict resolution, and discussions about fairness and personal responsibility. 1b. Children will identify an activity that would have a positive impact on the community and will engage in the activity.
2. Children will nurture curiosity by formatting questions and pursuing answers. Children will plan and execute investigations, collect and evaluate evidence, and present learned knowledge through a variety of media.
3. Children will actively listen and respond to others' opinions and ideas and effectively articulate his or her thoughts while communicating with diverse partners or writing.

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NAEYC Accreditation

We are proud to share that our prekindergarten program at Riverside Magnet School at Goodwin University received accreditation by the National Association for the Education of Young Children (NAEYC) in November 2016. We continue to maintain accreditation of our Prekindergarten program.



What does accreditation mean?

It means that our school has voluntarily undergone an assessment procedure that measures how well the school meets NAEYC requirements for a high quality early childhood program. One of the major indicators in an early childhood program is the quality of interaction between teachers and children. The physical environment, curriculum, health and safety and administration are other areas assessed, first by staff and then by a NAEYC validator. The validator visits the school for inspection/verification/endorsement of the information reported in the self-study and contained in the classroom and program portfolios. If fully endorsed, the school achieves accreditation status for 5 years.

The Reggio Emilia Approach

The Reggio Emilia Approach encompasses our purposeful and reflective practices to foster relationships, plan and implement instruction, and guide the process of learning at Riverside. The approach in post-World War II Italy is steeped in local culture and child development research. To make this powerful and effective approach relevant and effective for our region of Connecticut in the 21st century, we are focused on developing a shared culture and common set of practices for our school and community.

In the Reggio Emilia Approach, adult choices and expectations are built upon the image *of* and *for* the child. While the child is at the center of the approach, it is the purposeful actions of the adults in the community that are vital in freeing the potential within each learner to allow all children to have the opportunity to make choices for a successful future.

In the Connecticut Common Core of Teaching Rubric for Effective Teaching, the fundamentals of the Reggio Emilia Approach are encompassed in the proficient and exemplary teacher actions that can lead to the exemplary scholar outcomes we want for every child.

The following outline includes the fundamental principles that weave themselves into our curriculum and daily practices at Riverside.

Image of the Child

Every child is:

- Rich in potential
- Motivated to form relationships within their natural and social world
- Capable of constructing knowledge
- An active participant in his/her learning process
- A valued member of the community

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The Hundred Languages of Children

Children use multiple languages to:

- Express their ideas
- Make connections in their world
- Convey what they've learned

It is through the representation and expression of ideas that children:

- Communicate and test theories
- Actively engage in learning
- Create relationships

Role of the Teacher

The teacher has a constructivist growth mindset view of teaching and learning. Knowledge is not spoon fed but created within children as they set goals, pursue questions, deal with frustration, recognize progress, and develop interests.

Relationships and child-initiated learning are central to the Reggio Emilia approach. Trusting relationships with children is one of the three core concepts that scholars use to determine teachers' credibility, which has the greatest effect upon scholar learning (Hattie, 2016).

-Partner: Collaborate with children, families, and colleagues to engage with children in learning, discovery and negotiation.

-Facilitator: Supportively challenge children in both short-term and long-term investigations, creating and sustaining relationships, forming hypotheses, and representing ideas.

-Researcher: Actively listen, observe, question, document, collaborate and reflect upon the experiences and learning of children and our community to further the learning process.

Role of the Family

Families are children's first and most influential teachers. They should be supported in being actively involved in and out of school to reinforce what children are learning and help shape our community and school.

The role of the family is:

- Valued as co-responsible partners in the learning process and school community.
- Serve as the primary influence and advocates for the holistic development of their children.

Environment as the Third Teacher

The environment includes the space, materials, and overall learning climate.

The environment is organized to:

- Inspire curiosity and pique interest
- Promote questions and explorations
- Facilitate collaborative learning

This environment therefore:

- Encourages communication of ideas
- Fosters relationships

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- Provides space and materials for active learning

Making Learning Visible through Documentation

Documentation is the act of recognizing, assessing, celebrating, and reflecting upon the children's learning process to communicate progress and inform instruction and practice.

Documentation includes:

- Portfolio of scholar work (photographs, writing samples, technology examples, visualizations, children's discussions, projects, authentic artifacts, assessments)
- Displaying children's work
- Teachers discussing and evaluating their own work

The purpose of documentation is to:

- Archive experiences and learning for teachers, children, families, and colleagues to support active reflection and illustrate growth
- Give value to the process of learning
- Promote dialogue and professional learning through the use of scholar work

NAEYC Standard 2.A.01; 10.A.01

Adapted from: Cadwell, Louise. Bringing Reggio Emilia Home: An Innovative Approach to Early Childhood Education (1997). Teachers College Press; New York. pps. 5-6

Attendance Procedures

Connecticut General Statute 10-184 requires all parents/guardians of children between the ages of seven and sixteen to cause their children to attend school regularly. A student should not be absent from school without a parent's consent and it is expected that parents will allow their children to be absent only for health or other extenuating circumstances.

The staff at Riverside Magnet School values our time with our scholars and feel that it is very important for scholars to be here at school. Scholars who are absent miss critical instruction and learning opportunities. Research has shown that chronic absenteeism negatively impacts scholar achievement. Make each day count!

Absences

Excused Absence

For the first nine absences, a child's absence from school are considered excused when the child's parent/guardian approves the absence and documents it by doing the following:

1. **Submit absence electronically through School Dismissal Manager (SDM)**
2. **Email Tricia Tuohey at Ttuohey@riversidemagnetschool.org**
3. **Or call 860-709-6800 on day of absence AND submit a written note upon return**

The written document/note requires ALL the following information:

1. **Date the note is handwritten**
2. **Scholar's first and last name**
3. **Date of the absence**
4. **Reason for the absence**
5. **Signature of the parent/guardian**

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Please note that, according to state guidelines regarding scholar absences, **whenever a child is absent from school, no matter what the reason or circumstance, documentation is required within 10 days from the parent/guardian.**

For the tenth absence and all absences thereafter, a child's absence from school are only considered excused for the following reasons:

- Child illness, *verified by a licensed medical professional, regardless of the length of absence;*
- Child's observance of a religious holiday;
- Death in a child's family or other emergency beyond the control of the child's family;
- Mandated court appearance (additional documentation required);
- Lack of transportation that is normally provided by a district other than the one the scholar attends (no parental documentation is required for this reason); or
- Extraordinary educational opportunities pre-approved by district administrators and in accordance with the Connecticut State Department of Education.

Appropriate documentation, as stated above, is still required.

Unexcused

A scholar's absence from school shall be considered unexcused unless the absence meets the definition for an excused absence above.

Truancy

A scholar will be identified as truant in grades kindergarten through fifth when he or she has four unexcused absences in any one month or ten unexcused absences from school in any school year. A scholar will be identified as a "habitual truant" when he or she has twenty unexcused absences in a school year.

Tardiness

It is very important for scholars to attend school every day and to arrive between 8:20am and 8:40am. **The beginning of our school day is 8:40am.** scholars who arrive to class after 8:40am

will be marked tardy. Acceptable reasons for tardiness include medical, religious, or legal commitments.

If your child arrives after 8:40am, they are considered late and must be signed in by an adult at the front door.

Scholars must NOT be dropped off before 8:20am, as scholar supervision is not provided before 8:20am.

Drop Off and Pick Up Procedures

Please review these procedures with your child along with other members of your family or ANY other persons responsible for picking up your child at school. Please also consider this when listing an emergency contact. Make certain that person is willing and flexible to pick your child up for a routine or emergency dismissal.

Drop-off

A drop-off lane has been provided and marked with cones in the front of the school. Please see the **MAP below**. Please follow the DROP-OFF signs all the way around the parking lot to the designated drop-off area. You will be able to stop along the curb within the lanes marked by traffic cones. Staff will be available at the designated drop-off area to receive scholars from the passenger side of the vehicle. Security will direct traffic so that arriving

vehicles will move forward and all vehicles in the drop-off zone will depart from the parking lot at the same time AFTER all scholars have left their vehicles and the curb.

- For everyone's safety, children should be let out of a vehicle ONLY in the drop-off area. Scholars must exit the vehicle on the curbside.
- To keep this process moving, children should be ready to exit the vehicle with staff assistance (holding a hand, guiding safety to the sidewalk) upon entering the drop-off area.

Morning Announcements and Morning Meetings start promptly at 8:40am and children are marked tardy if not in their classrooms at 8:40am. Please park, walk your child into school, and sign your child in after 8:40am. All scholars arriving after 8:40am will be helped by staff to reach their classrooms. **Scholars may NOT be dropped off, in the drop off lane, after 8:40am.**

Pick-up/Dismissal

Early Dismissal

Dismissal of scholar(s) before 3:55pm, or 12:55pm on Early Release days, will be counted as an Early Dismissal. For safety reasons, a parent/guardian must notify the school of a change in dismissal by utilizing SDM (School Dismissal Manager) or by calling the school as soon as possible. Early dismissal should be requested only in emergency or unusual situations.

Parents or guardians requesting dismissal before the normal end of the school day must make a verbal or written request. Upon dismissal, parents/guardians must come to the front door to pick the scholar up and sign the scholar out. **Please note requests of dismissal changes should be made prior to 2:00pm to ensure safe and accurate dismissal.** Scholars being dismissed early, within minutes of official dismissal time, create a burden in our office as we orchestrate our school-wide dismissal by calling studio, pick-ups and buses.

Pick Up

Our school will continue to use **School Dismissal Manager (SDM)** to support us in making sure that all of our scholars are dismissed to their families safely and efficiently each day.

By using **School Dismissal Manager (SDM)** with your desktop or smartphone browser, you can quickly and easily update instructions when you need to inform the school of **absences, early dismissals, tardies** and the occasion you need to **change your child's transportation** home on a specific day. **SDM** notifies the school of your updates, therefore, it is no longer necessary for you to send an email to your child's teacher, phone the school, or send notes to inform the school of these changes.

SDM will provide us with a more organized and efficient tracking system for these changes. The easy-to-use mobile and desktop interface will allow you to make these changes in advance or for the current day. Free apps are also available for Android and iPhone users.

Due to the high number of scholars who have been parent pick up in the past year, we are asking all families to log in to their School Dismissal Manager Account(s) and record their PIN # before the first day of school.

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If this is your scholar's first year with RMS please email Ms. Tuohey at Ttuohey@riversidemagnetschool.org with your default dismissal option.

Families of returning scholars will email Ms. Tuohey only if they need to change their default dismissal. However, families of returning scholars that were online learners will also need to email Ms. Tuohey with their default dismissal option.

Examples of default dismissal options include (Transportation home Monday thru Friday):

Parent Pickup

Bus

Studio

When creating an Exception, or, selecting Leaving Early for the current day, please note that the cut-off time is 2:00pm on regular days and 11:00am on early release days. After the cut-off time you will need to call the school office, please do not email your child's teacher to make any changes for the current day.

RMS will be utilizing SDM's "FastLane" for our Car Line dismissal. Ms. Tuohey will be setting up your scholar's FastLane Default dismissal. RMS will select **Any Parent of** <scholar's name> for your family so that all members will have their Parent PIN number (every adult is assigned their own unique PIN #) accessible on the day of pickup should that pickup person change last minute.

Here are a few SDM "FastLane Facts" that you will need to know for getting started:

1. New parents have been issued a username and temporary password at the top of this email. Returning parents can use their existing parent login credentials. Please use these to login to SDM at www.schooldismissalmanager.com.
2. The Parent Login area is found at the top right of the SDM homepage.
3. When you login for the first time, you will be required to change your password immediately.
4. Please refer to the [Parent Guide for Creating Exceptions](#) for details on how to use the system.
5. As you begin to use SDM, if you have questions, please check the Frequently Asked Questions (FAQs) link found in the Parent login area at the top of the SDM homepage. Here, you will find answers to the most commonly asked questions. If your question remains unanswered after checking here, please contact the school office and we will be happy to assist you further.
6. When you start to receive the email notifications of changes or cancellations that are made for your child, please keep in mind that hitting Reply or Reply All on those emails does not reply to the school. If you need to respond to a notification (i.e., to inform the school it is incorrect, provide additional details, etc.) please call the school directly and talk with someone in the office.
7. To add adults to your scholar's pick up list - click [here](#) for more information.
8. Throughout the day, SDM will send reports to staff to inform them of absences, early dismissals, and tardies. It is no longer necessary to email educators directly.
9. Each school day, SDM will send a comprehensive dismissal report to the school immediately following the cut-off time, allowing administrators and staff to facilitate a safe and smooth afternoon dismissal.

Thank you for using this tool! Please contact our RMS office if you have any questions or need further assistance.

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DROP OFF AND PICK UP MAP



Please note that the drop off and pick up area will have a pull-in lane for children to safely exit vehicles.

Parking Lot Safety

We have very busy parking lots!

- Please follow both the posted and painted signage.
- Vehicles must stop for pedestrians in the crosswalk.
- Please proceed through the parking lot at a very slow speed, and be mindful of vehicles backing out of spaces.
- There is **NO PARKING** in the bus entryway.
- Please be respectful of the parking spaces reserved for handicapped parking and fuel efficient vehicles.
- Please refrain from using your cell phone while entering, walking through, and exiting the school.

Cancellations/Delayed Openings/Early Closings

Snow Days

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Late Openings

Whenever we have a delayed opening, school starting time is based upon road conditions and your local district. Listen to your local radio stations and/or television stations to obtain this information. **For example, a two hour delay means school doors would open at 10:20am, school will officially begin at 10:40am, and the morning bus stop time would become two hours later, as well.**

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.” (i.e.: in the case of inclement weather situation). No parental note is needed in this circumstance.

Early Closing

When there is a weather related early dismissal, school messenger will alert families about dismissal time. **Studio will be cancelled.**

You may elect to receive text messages from the following TV Stations (WFSB, FOX CT, NBC, and WTNH). To do this, you must log into the TV station’s website and select “closings and delays” and then sign up for text alerts. Search through the list of school names and select “Riverside Magnet School, Goodwin University”

Bus Procedures

Please note all scholars participate in bus evacuation drills throughout the school year to ensure knowledge and experience in bus safety in the event that they will ride a bus for field trips or travel within the Goodwin College Campus.

CREC Transportation Services

[CREC: Know the Plan \(Transportation Solutions\)](#)

Per CREC transportation policy, scholars are requested to be at their designated bus stop 10 minutes before their scheduled pick up time and should wait up to 10 minutes after the scheduled pick up time. Pick up times are only estimated times and may vary as scholars are added or deleted from bus routes during the course of the school year.

Parents are responsible for walking their child to and from the bus. The child’s parent or known adult listed on the emergency contact form must be present in order for a scholar to be dropped off from the bus. Should a scholar miss their bus, the parent must find alternate means of transporting the child to school.

Each bus is equipped with five point harness restraints for all Hartford Pre-K scholars. The bus monitor will buckle in all Pre-K scholars.

Dattco Transportation Services for East Hartford residents

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[Check My Child's Bus Route](#)

School Bus Rules

While waiting for a bus:

- Be at the bus stop 10 minutes prior to scheduled stop (per RSCO Guidelines) and be prepared to wait up to 10 minutes after the scheduled time, due to traffic or weather delays.
- Please wait outside, a safe distance off the roadway.
- Please wait until the vehicle comes to a full stop before approaching it.
- Watch for the driver's signal before crossing or stepping off the curb into the road, even if "stop on signal" lights are activated.

While on the bus:

- Find a seat quickly and remain seated until the trip is completed.
- If assigned a seat, scholars must stay in that seat.
- scholars may engage in normal conversation on the bus.
- Shouting or other loud, distracting behavior and music is not permitted.
- The following conduct is prohibited:
 - spitting, pushing, shoving, fighting or striking another scholar or adult,
 - breach of receiving school district's policies concerning drugs, weapons, vandalism, theft or threatening conduct towards fellow scholars or adults.
 - throwing articles within or out of the bus.
- Follow the driver and monitor's instructions.
- Eating or drinking is not permitted at any time on the bus due to food allergies and choking hazards.

When leaving the bus:

- Parents/guardians: Arrive 10 minutes prior to scheduled stop, and stay 10 minutes after before calling (860) 524-4077 in the event the bus is late.
- For grades PreK-3: parents, guardians or caregivers must be visible at the bus stop to receive scholars.
- For grades 4-8: It is recommended that an adult be present to supervise at the stop.
- scholars should wait until the bus is completely stopped before standing. Exit the vehicle in a safe and orderly fashion.
- If crossing the road, do so in front of the bus after the driver has signaled to cross, look both ways then cross.
- Walk away from the vehicle and roadway, use the sidewalk. Don't stay around the bus area.

ATTENTION PARENTS/GUARDIANS: For the safety of all passengers, scholars who do not follow the bus rules will be subject to the suspension of bus riding privileges.

Abuse and Neglect

LEARN Policy 5141.11

Consistent with the requirements of state law, Section 17a-10li(e), it shall be the policy of LEARN that suspected cases of child abuse, including neglect and sexual assault, shall be appropriately reported by those employees who are required by state law to report such cases of abuse. The purpose of this policy is to protect children by providing appropriate education, intervention and evaluation.

Reporting of Child Abuse and Neglect

****These Procedures pertain to reporting to DCF, Protection & Advocacy and law enforcement agencies.**

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All staff members of LEARN, who have reasonable cause to suspect or believe a child has been the victim of child abuse, neglect, sexual assault, or placed in imminent risk of serious harm, are required to report such abuse and/or neglect or risk and/or sexual assault of a child under eighteen (18) years of age by telephone (DCF CARELINE: 1-800-842-2288) or in person to the Department of Children and Families or a law enforcement agency, within twelve (12) hours of such suspicion. A staff member who fails to report such abuse and neglect may be fined in accordance with state law. Not later than 48 hours after making an oral report, the employee shall submit a written report on the DCF-136 form.

This policy is intended to safeguard children whose health and welfare may be adversely affected through injury and neglect, and to ensure a nurturing and safe environment. Program personnel shall cooperate toward the prevention, identification, and investigation of child abuse and/or neglect. Reports should be made where there is reasonable cause to suspect or believe that any child under the age of 18:

1. has had physical injury or injuries inflicted upon him/her (other than accidental means) by a person responsible for the child's health, welfare, or care, or by a person given access to the child by such responsible person.
2. has injuries which are at variance with the explanations given of their occurrence.
3. is in a condition, which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, and deprivation of necessities, emotional maltreatment, or cruel punishment.
4. has been neglected in one or more of the following ways:
 - a. has been abandoned;
 - b. is being denied proper care and attention, physically, educationally, emotionally, or morally;
 - c. is being permitted to live under conditions, circumstances, or associations injurious to the child's well being.
5. has been sexually assaulted.

Definitions of Child Abuse and Neglect

Child abuse -- the non-accidental physical or mental injury, sexual abuse, or neglect of a child under the age of 18 by a person responsible for the child's health, welfare, or care, or by a person given access to the child by the responsible person

Physical abuse – injury to a child by shaking, beating, burning, or other similar acts that are meant to cause harm to a child

Sexual abuse – any form of sexual activity imposed upon a child by a person in a position of power, authority, and/or influence over the child

Emotional abuse – excessive teasing or berating that impairs the child's emotional growth

Neglect – failure to provide for a child's basic needs of food, clothing, shelter, hygiene, education, medical care, morality and supervision

Behavioral Expectations

All staff members are expected to support, guide and nurture children at all times as scholars learn to effectively communicate their needs, gain control of their bodies, persist when frustrated, work and play cooperatively, and take on challenging work. By having strong relationships with children and families, setting clear behavioral expectations and classroom procedures, creating an organized and positive learning environment, and utilizing positive reinforcement, children will learn to make effective choices.

At Riverside, we never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. We never use threats or derogatory remarks and neither withhold or threaten to withhold food

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as a form of discipline.

NAEYC Standard 1.B.09; 1.B.10 1.E.01; 1.E.02; 3.A.05; 3.B.12

Behavior Purpose Statement = Riverside Motto

*As scholars of Riverside Magnet School at Goodwin University,
we choose to create a caring and positive learning community
by taking care of ourselves, each other, and our environment.*

Our School-Wide Teaching Matrix Pre-K - Grade 5 is shared with our scholars and adults to clearly communicate and teach our behavioral expectations for all.

Riverside Magnet School's school-wide expectations are:

- Take care of myself.
- Take care of each other.
- Take care of our environment.

To ensure a safe, productive, academic classroom and school environment with a clear focus on learning, children and teachers also establish classroom expectations and rules appropriate to the age of the children. These agreements, expectations, and rules are posted and are clearly communicated to each child and adult.

Research-Based: The Riverside Magnet School's approach to discipline is based on sound research and the tenets of our Reggio Emilia inspired approach, Responsive Classroom, Positive Behavioral Interventions and Support (PBIS), Second- Step, Smarter, Safer Kids and physical literacy. Through Reggio's scholar-led and engaging learning, Responsive Classroom's language and strategies, PBIS's school-wide common expectations, and Physical Literacy's holistic approach to physical and social-emotional regulation and health, we seek to proactively support children's positive choices and create a safe climate in which mistakes are seen as points for learning.

Discipline

"The word *discipline* is derived from the Latin root *disciplina*, meaning learning. It needs to be associated with positive acts and feats of learning, rather than negatively associated with punishment. Teaching discipline requires two fundamental elements: empathy and structure. This approach to classroom management involves the systematic teaching of discipline - it's a basic structure which flows through every classroom activity. There are two basic goals in teaching: 1) *creation of self-control* and 2) *creation of community*" (quoted from author Ruth Charney).

Effective, caring discipline requires both empathy and structure.

- Empathy helps us perspective-take with the child, to comprehend his/her needs and to hear what s/he is communicating without becoming personally or emotionally involved in the situation or outcome
- Structure is the language and practices that allow us to set guidelines and provide necessary limits.

At Riverside Magnet School, our goal is to help children develop behaviors that are most conducive to learning by having scholars:

- Share in the responsibility and decision-making that affects their education.
- Work with their families, who also share in the responsibility and decision making that affects learning.

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- Experience discipline (external) that leads to self-discipline (internal) which is foundational for self-approval and self-efficacy.
- Work and play in safe, positive, and orderly classroom environments where discipline is fed, nourished, and encouraged.
- Engage in goal setting and reflection as part of our discipline instruction.
- Communicate with adults who respect their collective and individual needs; each disciplinary situation must be considered individually as well as systematically.

NAEYC Standard 1.E.03, 3.B.12, 1.E.04

Discipline Tenets

- Proactive Discipline - Rules/Expectations. Rules/expectations are guidelines for Homebase behavior that allow for all - both children and adults - to learn and to realize their hopes and dreams for the school year. Rules/expectations are generated for safety and organization as well as to provide standard expectations and responsibilities.
- Supporting Rules/Expectations. Adults support rules/expectations both by paying attention to and recognizing positive behaviors and by paying attention to and addressing negative behaviors. By paying attention to the small negative behaviors, we catch those behaviors before a child is out of control, scared, and threatened. In supporting rules/expectations, we focus primarily on helping children be at Homebase by utilizing TOP SELF skills through:
 - Reinforcing. Reinforcing means consistently using language that notices and supports children's positive behaviors. It is directed to children and is intended to encourage (rather than praise) as children work to behave appropriately for intrinsic (internal) reasons rather than simply to receive a verbal reward. An example of a reinforcing statement is, "I notice the way you remember to be safe and carry the scissors point down."
 - Reminding. Reminding focuses on the adult's belief that children are capable of remembering and enacting positive behaviors (see *Mindset* and *Fostering Resilient Learners*). They are asked to remember the rules/expectations themselves and to act accordingly. An example of a reminding statement is, "Carlos, remind me what happens if someone needs to use the markers you are using. What can you say?"
 - Redirecting. Redirecting continues to focus on the rules/expectations but allows for no re-negotiation or interpretation. The message is that *I don't like what you're doing right now, but I do like you*. An example of a redirecting statement is, "I hear conversations about outdoor learning time. What do we need to be talking about right now?"
- Reactive Discipline - Logical Consequences. Logical consequences are used to promote safety and TOP SELF skills by providing a professional and reasonable reaction to choices that children make during the course of the school day. General principles of logical consequences include the following:
 - Our teachers seek to provide an orderly, consistent, and predictable approach to discipline that nurtures empowerment and self-respect as well as the social skills of cooperation, assertion, responsibility, empathy, and self-control.
 - The 3 R's of logical consequences guide the establishment of consequences to disciplinary

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situations:

- Respectful;
 - Relevant (related to offense);
 - Realistic (reasonable).
- Three kinds of logical consequences, part of being a citizen who *Thinks On Purpose*:
 - *You break it, you fix it.*
 - *Abuse a privilege, lose a privilege;*
 - *TOP SELF moment (Thinking on Purpose - see below).*
 - Other strategies that are utilized when rules and logical consequences are in place:
 - Time out of the classroom to get back to *Homebase*;
 - Individual behavior contract;
 - Social conference - problem solving for two or three or more;
 - Class meeting - problem solving for a large group.

TOP SELF moment and getting back to *Homebase*. Like adults, children make behavioral mistakes from time to time. In response, adults provide opportunities for children to take a *TOP SELF* moment and utilize a strategy to get back to *Homebase* and re-establish the learning environment. The purpose of a *TOP SELF* moment is to support scholars in identifying when they are not at *Homebase* and what they can do to get back to being ready to learn by utilizing a strategy. Our goal is that scholars will independently identify when they need to take a TOP SELF moment, be able to access multiple strategies, and ultimately increase their time at *Homebase* in the learning environment.

NAEYC Standard 1.E.01; 3.B.12; 1.B.10; 1.D.03; 6.A.02; 3.B.12



Homebase (represented by green smiley face) is when scholars are calm, content, focused and ready to learn.

Bullying

Riverside Magnet School adheres to LEARN Policy 5007 regarding bullying, as described below. At Riverside Magnet School, we use a prevention and intervention strategy called “Stop, Walk, Talk”.

https://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf. There is a Safe School Climate Plan in place to address bullying. See appendix A

LEARN is dedicated to promoting and maintaining a positive learning environment where all scholars are welcomed, supported, and feel socially, emotionally, intellectually and physically safe in school.

Bullying is prohibited on school grounds, at 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 a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased, or used by the local or regional board of education.

Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the scholar against whom such bullying was directed, (ii) infringes on the rights of the scholar against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

Scholars who engage in bullying behavior shall be subject to school discipline up to and including expulsion, in accordance with the LEARN’s policies on scholar discipline, suspension and expulsion, and consistent with state and federal law.

For the purposes of this policy “Bullying” is defined as the repeated use by one or more scholars of a written oral or electronic communication, such as cyberbullying, directed at or referring to another scholar attending school in the same school district or a physical act or gesture by one or more scholars relatedly directed at another scholar attending school in the same school district that:

- A. Causes physical or emotional harm to such scholar or damage to such scholar’s property,
- B. Place such scholar in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such scholar,
- D. Infringes on the rights of such scholar at school ,or
- E. Substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity of expression, socioeconomic status, academic status, 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.

For the purposes of this policy, “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. Legal Ref: CGS 10-222d, P.A. No. 08-160, P.A. 11-232 and P.A 14-172.
Policy Adopted: September 12, 2002 Revised: October 12, 2006 Revised: November 11, 2010 Revised: December 8, 2011 Revised: February 12, 2015
LEARN

Harassment

Riverside Magnet School adheres to LEARN Policy regarding scholar harassment, as described below.

Student Harassment Policy

It is the policy of LEARN to maintain a learning and working environment which is free of any form of harassment.

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This policy has application at all levels of student to student contact. All harassing behaviors are strongly prohibited including those based on, but not limited to race, color, national origin, ethnicity, sex/gender, disability, sexual orientation and religion. LEARN will provide students and families with printed copies of this policy, procedures, and the compliance process on an annual basis.

It shall be in violation of this policy for any student to harass a student or others through any inappropriate, violent or nonviolent, conduct or communication. It shall be a violation of this policy for any scholar to inflict, threaten to inflict, or attempt to inflict harm upon any scholar or others related to race, color, national origin, ethnicity, sex, gender, disability, sexual orientation and/or religion.

LEARN will act to investigate and resolve all complaints, either formal or informal, verbal or written, of such harassment or perceived harassment and will discipline or take appropriate action against any scholar who is found to be in violation of this policy.

Harassment consists of physical or verbal conduct which is sufficiently severe, pervasive or persistent so as to interfere with, or limit the ability of an individual to participate in, or benefit from LEARN's programs and activities, and which is related to an individual's race, color, national origin, ethnicity, religion, disability, sex/gender or sexual orientation. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical or other verbal or physical conduct or communication of a sexual nature.

It is the expressed policy of the LEARN Board of Directors to encourage victims of harassment to report such claims. Any student or parent/guardian of a scholar who believes that the student has been the victim of harassment, or has questions about this issue, should seek the help of the LEARN administrator(s) or an adult whom they trust, such as a teacher, counselor, nurse or psychologist. The LEARN administrator or designee shall be advised of the concern immediately and will report to the Executive Director.

Legal References:

Title IX of the Educational Amendment of 1972, with regulations at 34 CRF 106, as amended.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e.

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment, effective March 19, 1990 (N-915.050)

Connecticut General Statutes 46a-60, et seq.

Constitution of the State of Connecticut, Article 1, Section 20

Policy Adopted: September 14, 2000 [LEARN](#)

Emergency Procedures

Fire Safety/Evacuation Drills

Scholars will have the opportunity to practice fire safety/evacuation drills once per month, twice in the first month of school as dictated by state regulations. Upon hearing the signal for evacuation, teachers will accompany their scholars out of the building and supervise them during the drills. Controlled speed and order are requisites for this activity. Each classroom has a posted evacuation route. scholars and staff must remain silent and remain outside of the building until recalled by an administrator or designee. Teachers must take attendance when exiting the building, as well as when returning to the classroom.

Lockdown

Lockdown drills will occur multiple times during the school year. The goal of these practice drills is to ensure that in the event of a lockdown all staff and scholars remain safe and calm. In coordination with the East Hartford Police Department, and Goodwin University Security, RMS will continue to re-evaluate its lockdown procedures to ensure that all members of the RMS community are safe and secure.

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Shelter in Place

Shelter in place occurs in the event that privacy for a scholar or situation is needed within the school building; or a situation has occurred in the surrounding community that requires the exterior and interior doors to remain locked. During this time, teaching and learning will resume.

NAEYC Standard 2.K.04

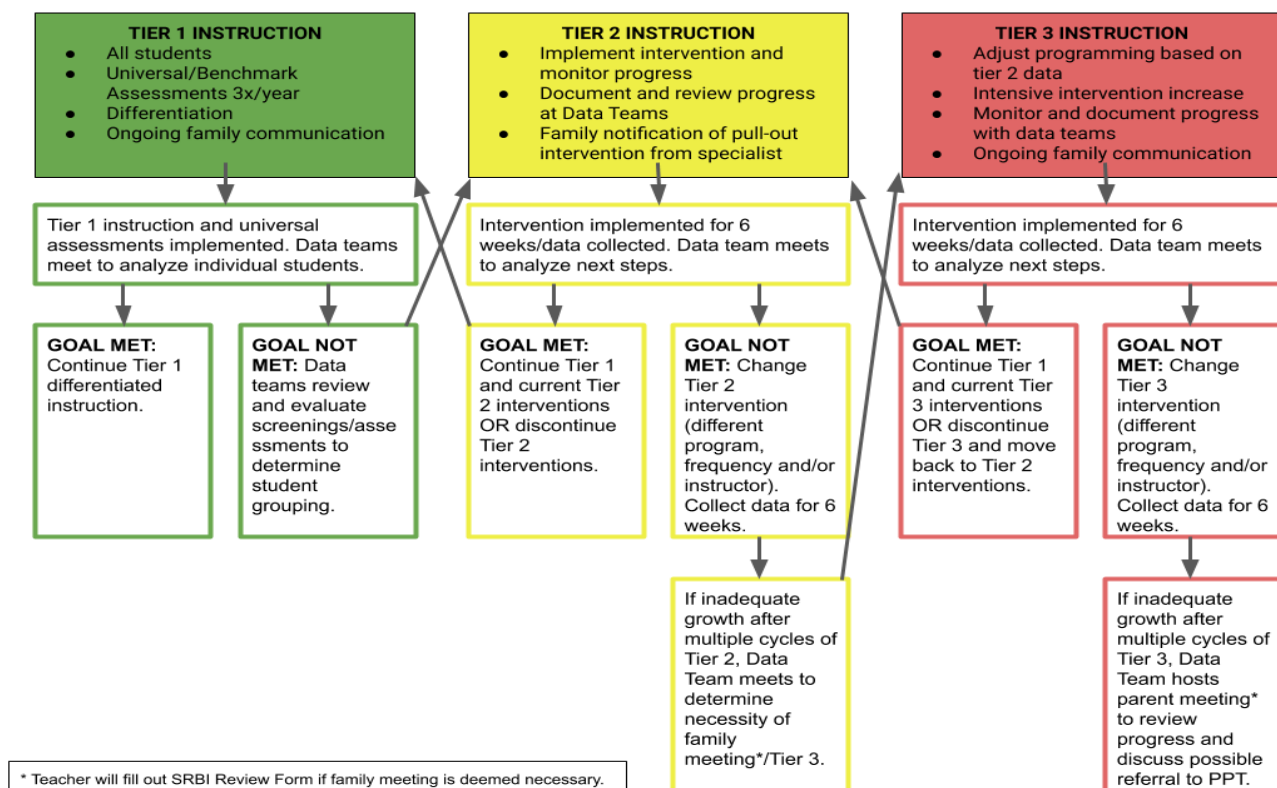
Scholar Supports

Scientifically Researched Based Interventions (SRBI)

Scientifically researched based interventions (SRBI) are a way to provide support and instruction to children who are struggling to learn, most commonly in the areas of reading, math and behavior. A child's progress is studied and findings are used to make decisions about teaching and other learning supports. A "continuum of support" is developed by schools and programs to meet the needs of the children they serve. The SRBI framework has three "tiers." Each tier provides differing kinds and degrees of support. RMS provides more individualized instruction for children who need the most support. RMS provides help for children who need more support than they are receiving from the general curriculum. All children receive high quality curriculum and instruction in the general education classroom or program. For more information, please see the link below for the Family Guide to SRBI.

https://portal.ct.gov/-/media/SDE/SRBI/Family_guide_to_SRBI.pdf?la=en. Please see our RMS SRBI Flowchart below. If you have any additional questions about our SRBI process, please contact Kelly Gelineau, Assistant Principal at 860-709-6800 or kgelineau@riversidemagnetschool.org.

RMS SRBI FLOWCHART



Multilingual Learners (Formerly English Learners)

Families complete a Home Language Survey when registering their children for school. This survey identifies scholars whose primary or home language is a language other than English. The State of Connecticut has standard procedures in place to accurately identify potential Multilingual Learners (ML) scholars. For scholars whose Home Language Survey includes a language other than English, the LAS Links Placement test will be administered (PreLAS for PreK/Kindergarten scholars) to that scholar unless the scholar was previously identified by their sending district. Scholars who are not proficient on the Placement test will be identified as Multilingual Learners. Parents will be notified of their child's results and given the option of participating in a program of Bilingual Education per CT State Statute [Sec. 10-17e \(2\)](#) and/or English Language Development in the Multilingual Learners Program.

Connecticut school districts administer the LAS Links to measure scholars' skills in Speaking, Listening, Reading and Writing annually. These assessments aid educators in preparing scholars for success in academic English. All ML scholars are administered the LAS Links between January and March to assess language proficiency and progress in English language acquisition. Riverside Magnet School's Multilingual Learner staff communicates with scholars' families regarding progress in English language acquisition and any accommodations on State assessments. Additionally, staff maintains accurate record keeping and documentation, and reports to the Connecticut State Department of Education. A letter regarding programming, including the results of the LAS Links Assessment, is sent home to parents annually. In order for scholars to exit either Bilingual Education and/or the Multilingual Learner Program and no longer receive English language acquisition support, the K-12 scholar must reach the state mandated exit (mastery) requirements of LAS Links Scores:

Overall Level 4 (Proficient) or 5 (Above Proficient) **and**
Reading Score 4 (Proficient) or higher **and**
Writing Score 4 (Proficient) or higher

Scholars are monitored for two years after meeting mastery. This means that scholars will receive support as needed in their academic coursework.

NAEYC Standard 2.D.01

504

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of scholars with disabilities to be met as adequately as the needs of the non-disabled are met. To be covered under Section 504, a scholar must be "qualified" as having a disability that impedes a major life activity. An impairment as used in Section 504 may include any disability, long-term illness, or various disorder that "substantially" reduces or lessens a scholar's ability to access learning in the educational setting because of a learning-, behavior- or health-related condition. If you have further questions about Special Services or Section 504, please call Jennifer Ridolfo, RMS School Psychologist at 860-709-6800 or jridolfo@riversidemagnetschool.org.

Individualized Educational Plan (IEP)

At RMS, our staff collaborates with our scholars' home districts, community resources and parents in order to provide appropriate high quality services to scholars identified as needing specialized instruction based on an identified disability. A range of services are provided depending upon the needs of the scholars. Programs are provided in the least restrictive environment with a goal of maximum inclusion in the general education setting.

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Parents are valued partners in this process and are encouraged to attend all meetings and participate fully in the development and implementation of the scholars' Individualized Education Plan to help them reach their personal best.

Planning and Placement Team (PPT) Process

The purpose of conducting a PPT meeting is to determine if a child is eligible for direct services through special education resources, school social work or other related services.

Procedure:

- Child is identified as possibly needing special education and/or related services.
- Child is evaluated in all areas related to his/her areas of concern.
- Eligibility is decided by a group of qualified professionals and the parents. Parents may ask for a hearing to challenge the decision made by the team. *
- If a child is found to be eligible for services the team will write an Individualized Education Program (IEP). The child's local school board of education is responsible for the PPT and any costs of services that may be recommended.
- Services are provided. The school makes sure that the child's IEP is being carried out as it was written. Parents are provided with a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities as related to the IEP. This includes accommodations, modifications, and support that must be provided to the child.
- Progress is measured and reported to parents. These reports are given to parents three times a year along with regular classroom progress reports. The child's IEP is reviewed by the team including parents at least once a year, or more often if the parents or school feel it is warranted. If necessary the IEP may be revised more than once a year at these meetings.
- At least every three years a child who receives services must be reevaluated. This is often called a triennial. Its purpose is to determine if the child continues to be eligible for services. *

For a complete list of Parental Safeguards go to: www.state.ct.us/sde

Family and Community Engagement

Family and community are integral to a child's development. For this reason, our school is dedicated to creating environments where families feel supported and valued on a daily basis, as we work together to ensure that each child is successful. Throughout the year, we will host a variety of family events for all scholars and encourage staff to attend with their own families.

NAEYC Standard 7.A.01; 7.A.03

Riverside Community Council/ Parent Organization (RCC)

We have a Riverside Community Council (RCC) as a way to establish intentional practices designed to foster strong reciprocal relationships with families from the time they join our program and beyond.

Vision

The Riverside Community Council (RCC) serves as a forum for families, teachers, staff and administrators to **share** ideas, **support** learning, **sustain** a vibrant school community and help **shape** the future direction of Riverside Magnet School at Goodwin University.

Mission

Members of the RCC work to:

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- Build a strong bridge from home to school through families' involvement beyond the classroom
- Foster a welcoming school community and culture
- Engage the entire school community in ongoing dialogue that advances the quality of RMS
- Support a passionate focus on the success of all scholars in becoming lifelong learners
- Create opportunities for collaboration between families, school staff, Goodwin College and the broader local community
- Advocate for RMS to incorporate a Reggio Emilia-inspired model and its core values.

NAEYC Standard 7.A.06; 7.A.13; 8.C.03; 10.F.04

Hygiene Policies and Procedures

Handwashing

Frequent hand-washing is one of the best ways to avoid getting sick and spreading illness. As a school community, we encourage hand washing as a healthy habit. All staff members and volunteers must wash their hands when entering the Pre-K classroom, after diapering or assisting a child with toileting, before and after administering medication, handling bodily fluids, after playing in water, after playing with pets or other animals, playing outdoors, when visiting another classroom, after handling garbage or cleaning and before eating or preparing food. Staff must make sure the children do the same.

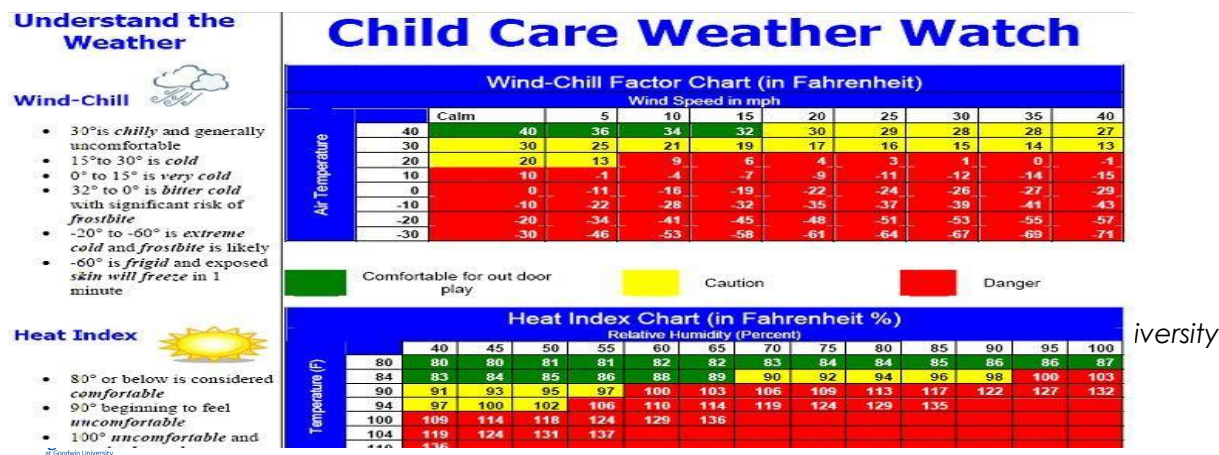
The procedures for hand washing are posted in each Pre-K classroom and bathroom in the building. Wash hands with liquid soap and warm, running water for at least 20 seconds; use disposable towels and avoid recontamination of faucets by turning off faucets with the towel after drying your hands. Hand washing is the single most effective way to prevent the spread of illness.

NAEYC Standard 5.A.09; 10.D.01

Outdoor Weather

At Riverside Magnet School, we value the importance of daily outdoor learning. Thus, unless it is raining or extremely cold we will be outside. Please dress your child appropriately. If you believe there is a medical reason why your child should not be going outside, we will need a note from the doctor, which we will be glad to honor.

Riverside Magnet School uses the Child Care Weather Watch Chart to determine if it is safe for outdoor play and to ensure that children wear the appropriate layers of clothing for the type of weather. When outdoor opportunities for large-motor activities are not possible due to heat/cold conditions, teachers must provide similar activities indoors.



Dressing Guidelines

Parents are requested to use judgment in determining what is appropriate clothing for school. scholars should dress to ensure a healthy and comfortable condition for the school day. Please remember that scholars are responsible for the clothing items they bring to school. Labeling of belongings is highly encouraged.

Outdoor learning time is an important part of our daily schedule. Please be sure that your child is dressed appropriately for the weather, including appropriate footwear. Learning can often be messy; therefore we strongly encourage parents and guardians to dress your child in wash-and-go clothing.

Some guidelines include:

Fall – light jacket or sweatshirt

Winter – snow pants, boots, mittens, coat, hat

Spring – light jacket or sweatshirt, rain boots

Sweater for air conditioning

Closed toe shoes for safety

Sneakers for Physical Education and Outdoor Learning

Breakfast and Lunch Meal Times

Food should only be eaten in designated areas.

During mealtimes, such as snack and lunch, it is expected that adults interact with scholars, and facilitate/join in on socially appropriate mealtime conversations. Conversation should extend beyond rules and expectations for behavior at the table. At Riverside, our community is encouraged to take care of their environment, including our cafeteria. It is encouraged that all scholars and staff be a part preparing the tables for lunch - by passing out utensils, milk, etc. and cleaning up after themselves.

Freshly prepared meals are FREE to all students for the 2021-2022 school year. This means that all enrolled students will receive one breakfast and one lunch free of charge per day.

Families have the option of ordering a school breakfast, lunch and/or milk or bringing lunch from home. A school lunch is served with up to two fruits and two vegetables choices, choice of 1% or Fat Free Milk. If a child is not ordering a school breakfast and/or lunch, they are encouraged to bring healthy food from home for their breakfast and/or lunch.

If your children may have otherwise qualified for free or reduced price meals parents/guardians are still responsible for submitting their USDA eligibility forms. For more information, follow this link.

<http://www.learn.k12.ct.us/cms/one.aspx?portalId=107023&pageId=232177>

What are the breakfast serving procedures?

Breakfast is served in the classroom. SLA staff brings a food cart with all breakfast items to each pod/hallway before 8:20am.

Teaching staff must clean and sanitize at least one table in the classroom so children have a space to eat breakfast. Before serving any food, teaching staff must put on gloves and will retrieve breakfast items from the cart in their pod/hallway. Breakfast is available for 30 minutes after the school day begins. Teaching staff must monitor to ensure each child receives the standard portion for breakfast as guided by the SLA menu.

What are the lunch serving procedures?

Just like breakfast, prekindergarten children eat lunch in their classrooms. Children may bring lunch from home, or order lunch. The lunch cart is delivered to each pod or to the lunch service room. Teaching staff must ensure that all tables being utilized for lunch are cleaned and sanitized.

Scholars in Kindergarten - Grade 5 eat lunch in the cafeteria. They have the option of ordering a school lunch or bringing a lunch from home.

Please note for all children bringing lunch from home- food cannot be shared or heated up at school.

You can subscribe to SLA's monthly newsletter. Just follow this link: [SLA Newsletter](#)

NAEYC Standard 3.D.12

Healthy Snacks

Children learn most about food and diet in their own family kitchen. Patterns of eating are established and reinforced by parents. At school, snack time provides an opportunity to discuss healthy eating habits. In an effort to provide scholars with the healthiest environment we can, we are encouraging you to provide only healthy snacks for school on a daily basis, as well as, during classroom parties and celebrations.

Some healthy snacks include: fruits, vegetables, yogurt, raisins, string cheese, pretzels, popcorn, 100% fruit juice, water.

Celebrations and Birthdays

While we do not let holidays encompass our curriculum, we do want to honor cultural diversity and family traditions. We encourage family involvement through sharing traditions such as special dress, artifacts or pictures. Please coordinate with your child's teacher in advance if you would like to share a home tradition.

Celebrating birthdays will vary from classroom to classroom. If you wish to supply a healthy snack in celebration, please coordinate the details with your child's teacher in advance. **Please refrain from bringing any party items (balloons, favors, etc.) to school.**

Candy, soda, cake and cupcakes are prohibited.

If invitations to out-of-school birthday parties come to school for distribution, please be sure that *all* scholars receive invitations.

Homework

In accordance with the LEARN Board of Directors, the research evidence indicating a positive correlation between homework and scholar achievement, supports regular homework assignments for scholars. Homework assignments should:

- be related to classroom instruction
- be age and developmentally appropriate

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- be appropriate to the needs and ability of the child
- provide reinforcement and enrichment of classroom instruction and should not be used for disciplinary purposes;
- emphasize critical thinking, problem-solving and written expression;
- emphasize quality over quantity
- be reviewed/assessed once submitted.

Home-School Connection

As a Reggio Emilia inspired school, we strive to offer children the opportunity to engage in hands on learning experiences. We want their curiosity and interest to go beyond the walls of the classroom. To support this approach we want to encourage families to engage in meaningful learning opportunities in their home environment and surrounding communities. Your child's teacher may offer suggested Home/School Connections as a way to positively encourage your child's curiosity and exploration at home.

Suggestions for documenting your child's Home/School Connections include:

- taking a picture and emailing it to your child's teacher;
- having your child draw or write representations of their thinking or connections they make between school and home;
- writing down direct quotes from your child's experiences;
- having your child bring something to school that represents the experience they had.

Please feel free to reach out to your child's teacher with any questions or clarifications. We look forward to seeing the connections and discoveries that your children continue to make!

SeeSaw

Seesaw is a portfolio app and website that our scholars and staff will use to document and record scholar learning, growth and collaboration. Seesaw gives your child creative tools to capture and reflect on their learning - in real time. Then this work is shared with you. Seesaw will give you a window into each of our classrooms and into your scholar's learning process. When your child adds new work, you will receive a notification to see, hear and respond to your child's post. *You only have access to your own child's work and all of the content is stored securely.* Homeroom teachers will invite families to subscribe to their child's Seesaw journal.

You can download the Seesaw app right to your phone! [Seesaw App Sign Up](#)

Our Seesaw Tips:

- 1. Check Seesaw regularly.** *You'll get notifications about new entries in your child's journal and can respond to their work. Customize your notification preferences in Account Settings.*
- 2. Celebrate your child's classroom success.** *Help to encourage the skills your child is working on in class outside of school.*
- 3. Specific comments are best.** *Asking questions, or complementing specific details can add to the learning conversation.*
- 4. In a group or 'everyone' post your comment is visible to everyone tagged** - the scholars and their families. *This is a great opportunity to lift up the whole class!*

Lost and Found

Please label all items belonging to your child: clothing, boots, sneakers, lunch boxes, backpacks, eyeglasses. Lost articles are turned into the office. Uncollected items will be donated to a local charity.

From the Nurse

The health of a child is a cooperative effort of home and school. No child should be sent to school if he/she has a severe cold that could cause them not to fully participate in school, fever, sore throat, vomiting, diarrhea, rash, or any other symptom of a contagious disease. If a child is well enough to attend school, he/she should be able to participate in all activities including outdoor learning time. If a child comes to school on a doctor's recommendation with crutches, cast, etc., a letter from the parent and/or doctor giving limitations, if any, and procedures for going home, should be given to the child's teacher for the nurse's office.

Scholars who are sent home from school with a fever, vomiting and/or diarrhea will not be allowed to return to school until the child is free of fever for 24 hours without the use of medications; has not vomited for 24 hours and has been able to eat small meals and has gone 24 hours without diarrhea and is able to eat and drink.

The reason for this is two-fold:

- (1) a child recovering from an illness has a weakened resistance and is susceptible to other illnesses and
- (2) other scholars need protection from any lingering illness the child may have. During the flu season, please note this important guideline.

If a child is to be given medication, sunscreen or insect repellent at school, State law requires a permission form signed by the doctor and the parent. Forms are available in the nurse's office. Parents may bring the signed form and any medication to the nurse's office. As an alternative parents are welcome to come to school to give a dose of medicine. Children are not allowed to carry medication to school to take on their own (e.g. prescriptions, aspirin, throat lozenges, sunscreen, lotion, chapstick).

Several health screenings are given to each child during the school year, such as hearing and vision screenings and 5th grade scholars will be screened for Scoliosis; which is a curvature of the spinal column. Should your child need further examination by a professional, you will be notified by the school nurse.

Nurse Hours are:

Monday to Friday
8:00 a.m. to 4:30 p.m.

Immunizations

All scholars entering the school system are required to have immunizations for polio, rubella, measles, mumps and DTaP. A recent physical examination is required prior to the admittance of new scholars and returning scholars in grades PK3, PK4 and Kindergarten.

It is of utmost importance that any child who wears glasses or hearing aids brings his/her glasses or hearing aids to school every day. A day of learning is missed without them.

Health Emergencies

If a child becomes ill and needs to go home, parents/guardians will be notified to come and get the child **within an hour of notification**. If this is impossible, arrangements should be made with a neighbor or friend who is on

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the list of adults approved to pick up the child to do so within an hour. ***Please make sure the school has your most current emergency numbers and updated contact information for your emergency contacts.***

Medication Administration

Children may ONLY receive medication administration from the nurse or staff members who have received training in administering medicine, whose parent has given written permission AND a physician's prescription or instructions have been provided. Medications must be brought to the nurse's office in its original container/box from the pharmacy. The container/box must have the child's first name and last name, name of physician, expiration date and the name and strength of the medication as well as directions on administration and storing.

NAEYC Standard 5.A.11; 10.B.08; 10.D.10

Parent Feedback and Conferences/Progress Reports

There are three progress reports per year: November, March, and June. A minimum of 2 scholar-family-teacher conferences will occur each school year, to take place in November and March, as outlined in the academic calendar. These days are half days with an early dismissal time. Conferences of 25-30 min will be scheduled in advance with families prior to conference week. Families receive progress reports at least 24 hours in advance of the conference. The June progress report will be sent home with scholars on the last day of school.

If conference materials or translation services are needed in another language, please inform the classroom teacher.

Throughout the school year, teachers engage with scholars and families in conversations about goal-setting, progress, and areas for growth. Information about interests, approaches to learning at home, developmental needs, and mutual goals are important pieces to holistic planning.

NAEYC Standard 7.A.08; 7.B.01, 7.B.02, 7.B.03, 7.C.01

Pledge of Allegiance

Time is allotted each day for scholars to recite the Pledge of Allegiance. Such recitation is voluntary.

LEARN Policy 4155

Program Evaluation, Accountability, Strategic Plan for Continuous Improvement

School Development Plan Overview

School Development plan and LEARN Agency Goal One

The Riverside Magnet School Development Plan, driven by data and meaningful goals and objectives, is aligned with LEARN's Development Plan in that our theory of action articulates the leadership actions that we believe will move us toward our goals and help us achieve our mission. School goals link to the agency goals and are supported by specific strategic action steps and indicators of growth and specific performance targets to help to identify how well the school has accomplished the goal. This helps to create coherence, alignment and shared effort toward improvement.

Agency Goal One is to provide exemplary and innovative school based programs that advance achievement for all scholars and nurture the cognitive, physical, and emotional well-being of scholars in safe, respectful, and diverse learning communities. Each LEARN school is expected to establish goals in three broad focus areas. These areas align with the expectations in the LEARN Educator Development and Performance Plan. The goals of the school are closely linked with the teacher goals and together they form the foundation for collective school improvement.

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School Supplies

Please send your child to school with the following:

- 1 regular sized backpack daily
- For **Pre-K scholars**: at least 2 full changes of clothes (pants, underwear, shirts, socks, shoes) to be stored at school.
 - Additional clothes may be necessary if your child is toilet training: diapers/pull-ups/wipes.
- For **Kindergarten – Fifth grade scholars**: 1 full change of clothes, to be kept in a backpack.
- Lunches and snacks from home must be ready to eat since we cannot heat or refrigerate any food.
- Sneakers for Physical Education.
- Folder, provided by the school.

Toys/Cell Phones/Personal Devices/Valuables

Please leave toys at home.

Parents and scholars should be aware that bringing toys, cell phones and other valuable items to school increases the risk that the item could be lost or stolen. Parents must refrain from contacting, emailing, sending text messages or otherwise reaching out to their child via electronic devices while at school and instead, contact the school directly for urgent issues. Our main number is 860-709-6800.

Scholars that bring electronic devices to school bear the burden and responsibility for device management and security. Riverside Magnet School does not assume responsibility for lost, stolen, or damaged scholar electronic devices. Scholars should leave valuable items at home.

If you are not certain, please check with your child's teacher BEFORE allowing items to come to school.

If a scholar brings a cellphone to school, it must remain in their backpack. If a scholar is using a cell phone or personal belongings in school, the item will be confiscated from the child, and parent/guardian will need to contact the school to retrieve the item. Riverside is not responsible for any lost, broken or stolen toys or personal items.

Studio

The Studio Program is designed to offer enrichment activities to children in Pre-K to Fifth Grade. The Studio Program will offer children a variety of Reggio Emilia inspired enrichment opportunities, including, but not limited to literacy, musical exploration, physical development experiences, outdoor learning time, time with construction materials and opportunities to explore a variety of art materials. Children will be able to pursue their own interests in a safe, friendly environment, which supports the development of the "Hundred Languages of Children".

The Studio program is a separate, for fee after school program for the scholars enrolled at Riverside Magnet School. Children must be enrolled in the program to attend. Families can opt to enroll their child in the program for only the afternoon 3:55-5:45. We also have a, before care option from 7:30-8:20AM. Families can enroll in a combination of AM and PM options. Enrollment depends on spaces available.

If you have questions, you may contact Casey Guiheen, Studio Coordinator;
cguiheen@riversidemagnetschool.org or 860-709-6822.

Please go to our website to access the Studio handbook for more information on Studio policies,
www.riversidemagnetschool.org.

Rest Time in Pre-K

Rest time takes place in each pre-k classroom daily and should be responsive to children's needs. The afternoon rest period should be limited to 90 minutes or less.

Mats: Teachers are responsible for sanitizing the rest time mats at the end of each week, as directed in the Cleaning and Sanitation schedule.

NAEYC Standard 2.A.07; 3.A.03

School Security

It is important that all staff monitor visitors in and around the school. Our building is accessed through one front door entrance. It requires the visitor to be "buzzed" in. If you have any concerns about a visitor or someone who is not identified with a nametag, seek out support from administration or security immediately.

NAEYC Standard 10.B.08

Smoke-Free Environment

RMS is officially designated a tobacco-free environment. Staff, scholars, and members of the public are prohibited from using tobacco in any form on school grounds.

NAEYC Standard 9.D.06

Transitional Planning

Grade level teachers, special education teachers, and related service providers collaborate to develop groupings for the following year. Letters are mailed in early August to families with classroom teacher placements, inviting them to attend a "Meet and Greet" with their children the day before school begins.

Transition meetings among staff take place in the spring and fall.

NAEYC Standard 10.B.14

Visitors/Volunteers

Policy subject to change, due to Covid-19 restrictions

In order to ensure a safe and orderly school environment, all volunteers/visitors, including family members, must be pre-arranged with the classroom teacher. All visitors/ volunteers are asked to **sign in** upon arrival and wear a visitor badge. Upon departure visitors are asked to **sign out** and return their badge.

A goal of our school is family engagement. Volunteers are welcome and needed to assist with classroom activities and special events. To volunteer your time, contact your child's teacher for needs and opportunities in the classroom.

As a volunteer in the classroom you are expected to maintain all children's confidentiality.

To log our volunteer experiences, the school may require all volunteers to complete a one page survey each time they come in to volunteer. Volunteers other than parents or legal guardians must be pre-arranged by the parent

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and teacher (for instance, if a child's grandparent would like to volunteer in the classroom, the child's parent must contact the teacher to make the necessary arrangements).

NAEYC Standard 7.A.11; 7.C.03; 7.A.06

Technology

School Provided Devices

Riverside Magnet School offers scholars access to electronic devices, a network and the Internet. Technology and digital resources must be used for educational and communication purposes that align with the vision and values of Riverside Magnet School. Access to the Internet enables scholars to conduct research and access educational sites. Scholars are responsible for appropriate digital behavior when using the school's network and Internet. It is expected that users will comply with school standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources.

Scholars and parents/guardians are asked to read, sign, and return the Technology Scholar Responsible Use Guidelines, by Friday, September 17, 2021. A separate form will be sent home.

***Please review and adhere to the below expectations and BE PREPARED to be held accountable for your actions and for the loss of technology privileges if the rules of the Acceptable Use Policy are violated.*

Riverside Technology Scholar Responsible Use Guidelines:

I am responsible for my computer and Google Suite for Education account. I will not share my password. I will log off of my account when I am finished. If I see another person's work on a computer that I need to use, I will get help from an adult before I use it. I will use good judgement when choosing internet resources and I will not look for web pages with words, images, videos, or sounds that are not school-appropriate.

I am responsible for being honest about who I am online. I will not pretend to be anyone else. I will not send comments, create an account, post words, pictures, videos, or sounds using someone else's name. I will not use another person's login name or password.

I am a responsible member of my school when using technology. I am responsible for my language and content. The content that I use will be school-appropriate. I will use technology, including comment tools and chat features, for schoolwork only and not for personal reasons. I will immediately tell a teacher if anything inappropriate appears on my screen.

I am responsible for how I treat other people. I will not write mean, hurtful, or embarrassing comments, pictures, or videos. I will not make fun of anyone, cyber-bully, or intentionally exclude my peers from group-work. I will tell a teacher if I see anything hurtful to another scholar.

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I am responsible for protecting the security of the Goodwin network. I will not try to change security settings or install any software on school technology without permission. I will not use a personal device in school without a teacher's permission. I will maintain programs and files the way that they have been organized for us and will not change, delete, or move files.

I am responsible for protecting Goodwin and Riverside Magnet School property. I will not break or destroy any computer equipment on purpose. I will not move or misuse any equipment, including headphones, keyboards and mice, without permission.

I am responsible for protecting other people's property online. I will not plagiarize. When I use information from a website, I will properly give credit to content, images, video, and music by citing my work.

I am responsible for following school rules if I publish anything online. I will not publish anything online without permission. I will keep my full name, phone number, address, and other personal information private on the internet.

Basic technology guidelines summary to follow to prevent the loss of technology privileges at school:

This means I will:

- Ask permission before using a device;
- Only use the device for educational purposes;
- Stay on task when using a device;
- Use only approved apps and websites;
- Treat all equipment gently;
- Keep my passwords secret;
- Give credit for images and words;
- Print only when I have permission;
- Use electronic communication in a safe manner and for school-related purposes.

This also means I will not:

- Access the Internet or apps without teacher permission
- Search for, produce, or upload content/images/videos that could disrupt the school day;
- Download or install anything without permission from a teacher;
- Make changes to hardware and software;
- Use another person's device without the teacher's permission;
- Use another person's user name and/or password;
- Cyberbully, harass, or discriminate;
- Post, send, or store online or on the school computer or network information that could endanger others;
- Try to get through the Internet filters.



School Based Health Center



Bridging the Gap between Health & Education

Facts of the School Based Health Center

- ◆ SBHCs remove barriers to care that students and families might otherwise encounter including; transportation issues, loss of school/work time for appointments, and a shortage/long waits for qualified health care practitioners.
- ◆ SBHCs increase the number of safety net providers accessible to high-risk children (especially for behavioral health services).
- ◆ Parents must sign a permission form to receive services.
- ◆ All services are confidential.

IHS, School Based Health Center offers:

Medical Services

- ◆ Physical Exams
- ◆ Immunizations
- ◆ Selected Laboratory tests
- ◆ Prescription Assessment
- ◆ Nutrition and Exercising Counseling
- ◆ Referral follow up for specialty care
- ◆ Acute care
- ◆ Skin Problems
- ◆ Sprains & Strains
- ◆ Wound Care
- ◆ Gastrointestinal Issues

Social Services

- ◆ Mental Health Services
- ◆ Crisis Intervention
- ◆ Counseling
 - ◆ Individual
 - ◆ Family
 - ◆ Group
- ◆ Grief Counseling
- ◆ Anger Management
- ◆ Communication Building
- ◆ Emotional Support & Referrals
- ◆ Case Management

Dental Services

- ◆ Dental Exams
- ◆ Teeth Cleaning
- ◆ Fluoride Treatments
- ◆ Dental Sealants
- ◆ Supply scholars with Oral Care Packages from Husky to take home (tooth brush, toothpaste, and floss)
- ◆ Instruct scholars on the proper way to brush & floss
- ◆ Educate scholars on the importance of Oral Health

To register your Scholar click on the link : www.intergratedhealthservices.org

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APPENDIX A - LEARN DISTRICT POLICIES

Links can be found and accessed through our website.

Additional information about our school can be found on the LEARN district website. Please click on the policy name to use the following links to access our district policies on the topics below:

Series 5000: Students

Policy Number	Policy Name	Policy Revision Date	Attached Procedure Update
5004	Non-Discrimination	10/09/2014	<u>12/23/2019</u>
5005	Sex Discrimination and Sexual Harassment (scholars)	12/10/2020	12/10/2020
5006	Student Harassment Policy	09/14/2000	<u>05/30/2000</u>
5007	Bullying	02/12/2015	09/16/2018
5113	School Attendance	06/13/2019	<u>11/11/2010</u>
5113.2	Truancy	06/13/2019	06/13/2019
5114	Promotion/Acceleration/Retention	09/11/1997	
5115	Exclusion from School for Disciplinary Purposes	03/14/19	<u>03/14/2019</u>
5117	Homework	11/13/1997	
5118	Home to School Communication	09/09/2010	<u>09/09/2010</u>
5119	Homeless Children and Youth	11/09/2017	01/18/2019
5125	Student Records: Confidentiality	11/08/2018	11/08/2018
5131	Substance Abuse	09/11/1997	<u>09/11/1997</u>
5133	Dangerous Weapons in the Schools	09/11/1997	
5141.10	Administering Medicines to scholars	01/13/2005	<u>03/12/1992</u>
5141.11	Child Abuse	04/12/2018	04/12/2018

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5141.8	Face Masks/Face Coverings	11/12/2020	11/12/2020
5142	Youth Suicide Prevention and Intervention Policy	1989	1989
5143	Field Trips	04/10/2003	04/10/2003
5144	Use of Physical Restraint/Seclusion	03/14/19	
5145	Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990	03/14/19	01/30/2019
5146	Do Not Resuscitate Orders	06/08/1995	<u>06/08/1995</u>
5147	Cooperation with Policy Authorities	09/11/1997	
5148	Questioning of scholars by Police	09/11/1997	
5149	On-Campus Recruitment	05/10/2001	
5150	Pledge of Allegiance	09/12/2002	
5151	Use of Beeper (Paging Devices)/Cellular Telephones	11/14/2002	
5152	Searches	11/10/2004	
5153	Students' Surveys	12/14/2006	
5154	Computer Use, E-Mail, and Internet Policy	01/12/2012	
5155	Students with Special Health Care Needs	12/11/2014	
5156	Use of Automatic External Defibrillators (AEDs)	12/11/2014	
5157	Assessments and Immunizations	12/11/2014	
5158	Psychotropic Drug Use	12/11/2014	
5159	Health Screenings	12/11/2014	
5160	Communicable/Infectious Diseases	12/11/2014	
5161	Student Health Services	05/14/2015	

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5162	Students/Staff with HIV, ARC (AIDS Related Complex) or AIDS	05/14/2015	
5163	Student Safety	05/14/2015	
5164	Health Records	05/14/2015	
5165	Emergency Care in School for Scholars	05/14/2015	