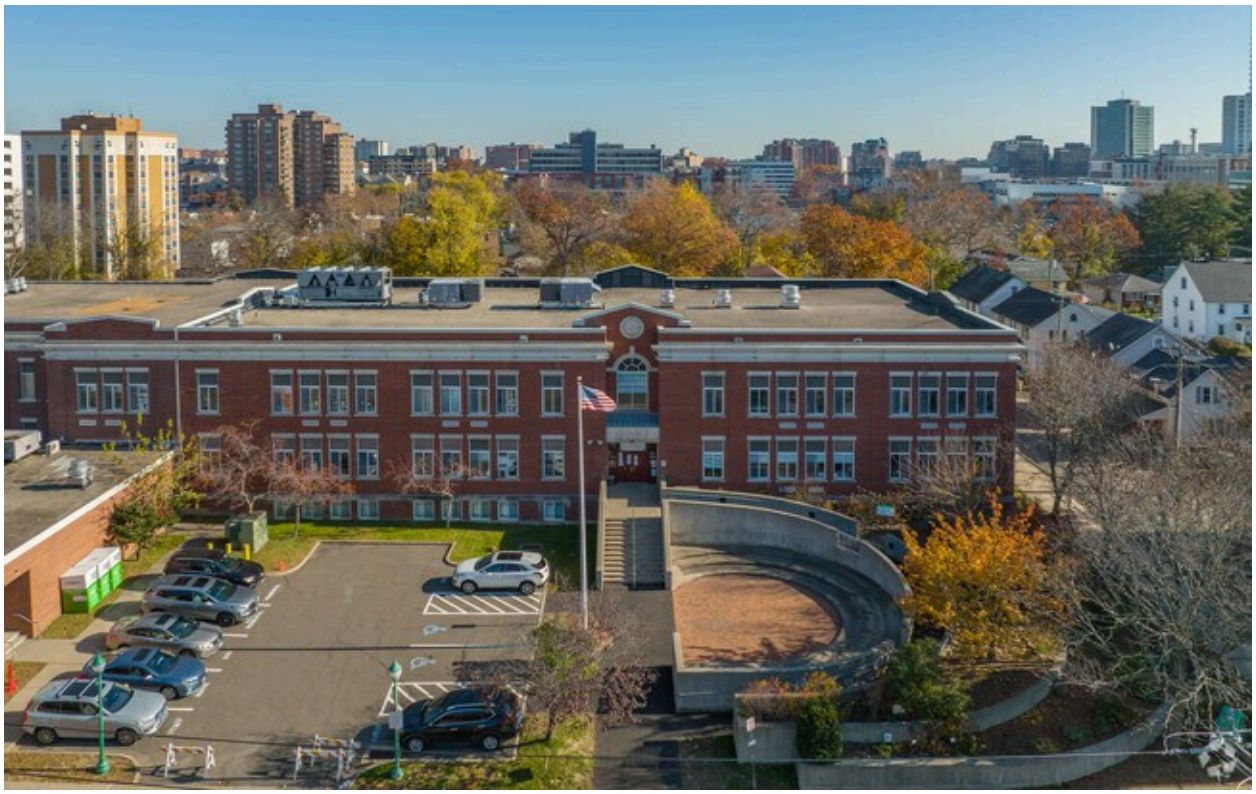
Hart Magnet School

2025-26 SCHOOL HANDBOOK

For Faculty, Parents, and Students



Stamford Public Schools

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PART 1: GENERAL SCHOOL INFORMATION

Mission Statement and Guiding Principles

Hart Magnet Elementary School is a K-5 interdistrict magnet school accepting students from Stamford.

Hart Magnet's Mission Statement: Our Mission is to create a diverse school community of lifelong learners through an engaging and challenging program that fosters a culture of caring, collaboration, action learning and responsibility for the environment.

Hart Magnet's Guiding Principles

We foster a caring supportive environment for all

- We explicitly embed social emotional learning strategies
- We are caring, friendly, respectful, and genuine
- We view all types of learning with a growth mindset
- We are constantly reflecting with the purpose of improving

We inspire through inquiry

- We foster creativity and curiosity through questioning and wondering
- We believe in the International Baccalaureate curriculum, and adhere to it
- We continually offer choice that promotes expression in learning
- We incorporate student interests in our learning
- We model the practice we want to see in our students

We are a learning organization

- We build collaborative, trusting relationships focused on learning
- We embrace an environment that encourages risk-taking
- We take responsibility, and reflect on our actions
- We share and collaborate, learning from each other to better our practice

We cultivate a supportive school community

- We strive to develop partnerships that engage in our learning
- We promote open, two way communication
- We value multiple perspectives from our community
- We are collectively invested in our goals

Communications

The following information will assist you in your communications with the school community. The school strives to model environmentally friendly practices, making **paperless communication whenever possible.**
Parent Portal: The expectation is that all parents navigate through Parent Portal to access: Report Cards, Class Placements, Bus Schedules, Contact info, Media Consent, Acceptable Use of Technology Forms.
Phone / REMIND / Messenger App: School phone lines are available to call parents. The Remind App is a form of communication via Text that staff can utilize to communicate with parents. Messenger is a robo-call system typically used to communicate by phone/email, school closings due to inclement weather.
Email: Email should be used as an initial point of contact, rather than a regular means of communication.
Conferences: Conferences between parent and teacher are a time to communicate on the progress of students. SPS sets aside two conference periods – in October and February following the administration of district assessments. This is an opportunity to engage families about student progress and what additional support children might need to reach their end of year academic goals.
Social Media: Hart Magnet utilizes the PTO Facebook page, as a social media platform to engage families. It is used to showcase and broadcast, rather than exchange communications.
Principal / PTO Newsletter: The Principal and PTO will send out a newsletter about school updates, events, special announcements, field trips, etc.
School Calendar: Electronic Calendar of school events. We recommend subscribing to this resource.
Hart Magnet's Website: The school website contains a variety of resources and information. Examples:: news, bulletins, directory, calendars, school videos, policies, etc.
General classroom inquiries: In most cases, the classroom teacher is the first point of contact for parents with inquiries about their child. Below are other points of contact to various areas of concern.

School Organization and Structure

- **Main Office, Ms. Tammy Harrod and Mrs. Sandra Judge:** Office support staff. Main Office- 203-977-5082
- **Parent Facilitator, Mrs. Angelica Reyes:** responsible for parent engagement, communication, and general assistance in this area. 203-977-5794
- **Multi-Tiered Support Specialist, Mrs. Maria Guzda:** responsible for the design and delivery of academic and behavioral interventions for students, collecting data and supporting tier 1 instructional practice. 203-977-6127
- **Literacy Support Specialists, Mrs. Maura Lugo** and **Mrs. Patricia DeBlanco** and **Math Support Specialist, Mrs. Raji Sundararajan:** responsible for academic support, working in small groups, and supporting classroom instruction
- **Assistant Principal, Mrs. Sara Paolini and Ms. Marshall Medley:** responsible for the general day supervision of schedules, Special Education Department, and supporting the Principal
- **Principal, Mrs. Sandra Carlton:** is the pedagogical leader and has overall responsibility for the operations of the school. The Principal oversees the school's programming, school discipline, safety, staffing, facilities, etc.

Hart Magnet School Day

School Day: 8:55am - 3:25pm **Early Dismissal: 8:55am - 1:15pm** **Delayed Opening: 10:55am**

Arrival and Dismissal Procedures

Refer to the Arrival-Dismissal 25-26 document for all areas regarding Arrival/Dismissal.

Bus Transportation: Bus arrival and dismissal will occur at the back of the school. Bus services are available for students residing in Stamford's Hart School district according to Stamford Public Schools Policy. Bus routes are communicated through the powerschool parent portal. For bus related information you can reach the director of transportation, at 203-977-4249 or visit the department website. **Children should only ride their assigned bus.** A long term bus route change must be done separately, and submitted to the office (example, change of address).

Bus guidelines: Students should be in the company of an adult while waiting for the morning pick-up and afternoon drop-off. In the event that the parent/guardian is not at the bus stop in the afternoon, K-1 students are not supposed to be dropped off. The bus driver will finish the route and return to the school with the student. Parents will be notified.

We reserve the right to deny travel on the school bus should a student continually not follow the guidelines for travel. Please review the following guidelines.

- All students must stay in their seats and face forward while the bus is moving.
- Food and drink are prohibited on the bus.
- Students are expected to behave in a principled and caring manner.

ROSCCO Program: ROSCCO at Hart Magnet Elementary School offers a licensed school age program designed to meet the needs of working parents by providing a safe and stimulating environment for their children. The Before and After School Activity Programs utilize the gym, cafeteria, outdoor spaces and several rooms in the school building. Children are accepted monthly on a pre-registered, prepaid basis. Registration is on a first come, first served basis, based on availability. Programs operate following the Stamford Public School calendar and do not operate when school is not in session. For more information you may refer to the ROSCCO Website.

The **Before School Program** begins at 7:40 a.m. and runs until the beginning of the school day. The **After School Program** begins at school dismissal and runs until 5:30 p.m.

Parking: Staff members park in the Rear Parking. Visitors will report to the main office for appointments and meetings. Directions for parking for large events are announced by event. Generally, parents can park in the rear parking lot.

Cafeteria Services: Diane Giamba is the cafeteria manager working for Chartwell Services. Entrees include: A choice of a) hot lunch entree, b) Sandwich, c) Bagel and Yogurt, d) Sunbutter and Jelly, and e) Salad. With any entree you also get a fruit or juice, a vegetable side, and a choice of white or chocolate milk. Cold lunch is served on early dismissal days. All menus are subject to change, per Chartwell Services. Questions related to the program can be directed to her at 203-977-1188. All meals are free for the 25-26 school year.

Hart Magnet Elementary School offers a breakfast program through Chartwell Food Services.

- All students are eligible to access the breakfast program.
- Breakfast is available daily 8:40am - 9:00am in the cafeteria

Student Absences

Classroom teachers complete attendance in PowerSchool system by 9:05am. Parents are asked to report absences by calling the office, or emailing the teacher and office by 9:00am. **An absence due to illness of three or more days requires that the nurse readmit the child to school.**

Extended Travel: **Please note that the Principal does not grant permission for extended leave. We will record the absences on the student's record as per state guidelines (see below).** We request that a family's travel plans respect the school calendar. If a child's absence is to be prolonged, parents are asked to write an email or note to the teacher and Principal indicating the reason for the extended leave. **We will not provide additional school work for your extended travel.** Teachers may refer you to resources that are generally available.

Attendance Guidelines: Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success both in school and in life. Stamford Public Schools promotes ***Strive for Five***. Maintaining consistent attendance, with no more than 5 days missed throughout the school year, lays a solid foundation for student success. Regular attendance ensures that students stay engaged with classroom instruction, enabling them to grasp key concepts and build upon their knowledge effectively. By attending school consistently, students establish routines that foster discipline and time management skills, qualities essential for academic and personal growth. Furthermore, consistent attendance facilitates strong relationships with peers and teachers, fostering a supportive learning environment where students feel connected and motivated to excel.

[1] **When a student is absent more than 10% of the school year, s/he is considered chronically absent by the state of CT.** Other than a long term medical leave, you are chronically absent regardless of the type of absence (excused or unexcused). For example, if a student is sick, or goes on a trip due to a family hardship, those absences still contribute towards the 10%. All schools form attendance committees to address chronic absenteeism, and are required to report to the state. If your son/daughter exceeds the 10% rate you will receive a notice. We will establish communication with the family, monitor the report, and develop an intervention plan, if necessary. Part of the communication will involve a letter to inform you of this status, and document the rationale for the absence. **Continued chronic absences may result in a referral to the CT Dept. of Children and Families (DCF). More than 4 absences in a month is considered chronic. Four tardies is considered one absence.**

Early Dismissal: Students should remain in school for the duration of the school day (8:55am to 3:25pm) unless there are extenuating circumstances. A note is required for early pick-up. Please be mindful that leaving early is still missing academic hours and impacts a student's ability to succeed.

Security

There is restricted access to the school buildings during the school day by nonessential visitors. Visits are established by the administration and/or teacher for specific events/meetings associated with the school. Hart Magnet Elementary School has an assigned Security guard to the school campus. Please adhere to their direction.

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Doors

During Arrival and Dismissal times, doors are open and manned by staff and/or security guards. Otherwise, external doors are to be closed and locked at all times. During arrival and dismissal staff and/or security guards will be monitoring the doors. **Students are not to open doors for visitors.** Internal doors (hallway to classroom) are to be kept in a locked position, whether open or closed. Teachers are to cover classroom door windows during drills and emergencies.

Safety Drills: The school practices safety drills once a month throughout the year, consisting of fire, lockdown, shelter in place, and evacuation drills. Parents will be notified of lockdown or evacuation drills. Parents will not be notified for Fire Drills or Shelter in Place Drills. Shelter in Place Drills typically take place if there is an injury or the hallways need to be cleared during school hours. Students are able to conduct their regular activities in the classroom while there is a Shelter in Place drill.

In the event of an emergency due to an evacuation, students will proceed to Cloonan Middle School. We will communicate to parents from this location when possible..

Magnet Lottery Policy

There are specific policies that all families should be aware of in regards to the magnet lottery seats offered. Information on the Magnet School Policy and process can be found in Policy 5117.2 and Regulation 5117.2R which may be found here.

Dress Code

Our school follows Stamford Public School dress code policy. The school community supports this initiative. Our PTO helps to facilitate our partnership with our vendors and coordinate sales of spirit wear.

Dress Code Guidelines: Dress Code: Board of Education Policy #5147: The Board of Education encourages students to dress in a manner that reflects pride in and respect for themselves, their school, and their community. To promote a positive, safe and non-disruptive learning environment, proper attire should be worn. Therefore, the following attire is prohibited from being worn in the Stamford Public Schools during the academic school day:

1. Attire or accessories which portray disruptive, obscene writing or pictures;
2. Attire or accessories which depict logos or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages;
3. Shirts and/or blouses that reveal the abdomen, chest, breasts, or undergarments;
4. See-through clothing;
5. Shorts, miniskirts, or pants that reveal the upper thigh or undergarments;
6. Other attire or accessories which, in the opinion of the principal, are not in good taste or depict vulgar, illegal, racial, or sexist viewpoints.

7. Head coverings of any kind including, but not limited to scarves, bandannas, masks, kerchiefs, athletic headbands, hoods, etc. which prevent the easy identification of students; except that hats and caps may be worn at the discretion of school teachers and administrators and provided that headwear for bona fide religions reasons may be worn;
8. Footwear which damages floors or is a safety hazard;
9. Sunglasses (unless required by doctor's orders);
10. "Name" or other oversized metal belt buckles;
11. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article or attire with spikes or studs attached; and
12. Possession of any electronic device without prior approval of the building principal. Cell phones must be stored in accordance with Board of Education Policy 5131.81.

Field Trip Policy

We are excited to provide our students with meaningful and enriching field trips throughout the school year. These trips are designed to support academic learning, build community, and offer real-world experiences. Participation in field trips and special events is an opportunity accessible to all students. As you may know, eligibility to participate in events such as field trips, or extra curricular activities, are all subject to the adherence of Stamford Public Schools code of conduct. The term "loss of privileges" refers to field trips, special events, and extra curricular activities. To ensure safety and fairness for all, we communicate this reminder to all families.

Field Trip Expectations for Students

- Return a signed permission slip including emergency contact information prior to the date of trip
- Demonstrate respect, and listen attentively to their chaperone or adult in charge
- Show principled, caring behavior toward others.
- Follow the suggested guidelines for appropriate dress, determined by the activity.
- Students should respect nature and/or the specific location, and clean up after themselves.

Guidelines for Chaperones: The role of a chaperone is an important one, and requires accepting certain responsibilities. The recommended age for chaperones is 21 years of age or older.

- Chaperones will take their own transportation and be responsible for the cost of the field trip.
- Chaperones should follow the same arrival and dismissal procedures for their respective children, Arriving late or leaving early is strongly discouraged.
- Please leave other children at home. The students assigned to your group will need your full attention during the entire field trip. Teachers reserve the right to assign and/or reassign students to groups.
- The students in your assigned group are your responsibility. Keep your assigned group of students with you throughout the field trip
- Be on time for designated meeting places and departure.weapon
- School district policies apply to district sponsored, off-site activities. For example, smoking, tobacco use and/or controlled substances including electronic cigarettes are strictly prohibited.
- Please do not purchase items or provide opportunities that are not offered to all students
- Sensitive information you may learn about a student's abilities, relationships, or background must be kept confidential.

Homework:

Our goal is to provide homework that is authentic, meaningful, and engaging. The amount of time dedicated to home learning should be balanced with healthy lifestyle choices and family time.

Responsibilities of the school

1. Communicate Homework policy and expectations early in the school year.
2. Provide information on the purpose of effective practices, and resources for support (through newsletters, parent workshops, school website, and open house).
3. Encourage a partnership between school and families
4. Design assignments with clear purpose and expected outcome.
5. Assign work that is appropriate to the student's age, developmental level, and is directly related to classroom instruction (clear, purposeful, and engaging).

Responsibilities of the student

1. Clearly understand the assignments, and ask teachers if further explanation is needed
2. Complete assignments showing best work and turn in on time
3. Be responsible for materials and time management

Responsibilities of the family

1. Provide an appropriate environment for the student to complete assignments
2. Provide encouragement and appropriate support without doing the work for their child
3. Encourage a healthy balance between *Homework*, activities and family time
4. Encourage healthy sleep habits, making sure students go to bed on time even if assignments are not completed
5. Contact the teacher if their child is not consistently able to do the assignments or if challenges or questions arise.

Additional Guidelines

1. *Homework* shall not be assigned on scheduled holidays
2. Wherever possible, assignments shall be assigned to be returned using blocks of time so that families can best support completion by balancing the time with extra curricular activities, or activities that support personal and family wellness.
3. Parents who have concerns with *Homework* expectations for their child shall be encouraged to contact their child's teacher or the school principal to discuss the situation.
4. Teachers shall **not** be expected to provide detailed classroom assignments for students who are away for extended periods of time as a result of family- or parent-initiated absences.

Curriculum:

The BOE is committed to ensuring that all SPS students have access to a rigorous academic curriculum and high-quality instruction.

Curriculum Portal The SPS curriculum portal provides information about the topics and themes that will be explored in each content area across every grade level. The portal presents information for PreK-5 and Grades 6-12.

Standardized Assessments

The state of CT mandates the following assessments in K-8 Public Schools.

State Mandated Assessment	Subject	Grades at Hart Magnet	Testing Time Frame
Smarter Balance Assessment SBA	Mathematics, English Language Arts	3-5	Spring
Next Generation Science Standards (NGSS) Assessment	Science	5	Spring
Physical Fitness	Physical Fitness	4	Annual

Academic Integrity Policy

Academic integrity is the cornerstone of a positive and productive learning environment. For students in Hart Magnet Elementary School it means understanding the importance of honesty, trust, and responsibility in their academic work. This means students should always complete their own work and give proper credit when they use ideas, words, or creations that are not their own.

Plagiarism, which involves copying someone else's work or ideas without proper acknowledgment, is a serious violation of academic integrity. Students in grades K-8 need to learn the value of creating original work and respecting the intellectual property of others.

As technology becomes increasingly integrated into education, the use of artificial intelligence (AI) tools must also be navigated carefully. While AI can offer valuable assistance, it should never be used to complete assignments on behalf of students. Instead, AI should be utilized as a learning aid to enhance understanding and support the development of skills.

Violations of academic integrity, including but not limited to plagiarism, cheating, and the misuse of artificial intelligence tools will result in serious consequences ranging from receiving a lower grade on the assignment (up to a zero), to receiving a lower grade for a marking period. In addition consequences entail: A meeting with the teacher and a school administrator to discuss the violation and its implications. The student will be required to complete a reflective assignment on the importance of academic integrity. Parents or guardians will be notified of the violation and the resulting consequences. The student may face additional disciplinary actions, such as detention, loss of privileges (such as event and field trip suspensions, and in school suspensions, depending on the severity and nature of the violation. By adhering to this policy, we aim to maintain a fair and respectful academic environment that promotes honesty and accountability.

Celebrations and Food Policy

At Hart Magnet Elementary School we strive to create enriching opportunities for students to learn about each other.. Holidays, festivals, and celebrations are wonderful ways in which people express themselves, and are reflections of their beliefs and values. We recognize that food can be an important factor in celebrations and bringing community together. We also recognize that food can be a restricting factor as it relates to nutrition, allergies, and dietary restrictions. To that end, **Hart Magnet Elementary School has updated its policy to bring a more balanced approach to reflect community celebrations, nutritional standards, and inclusivity of all students. We will allow food for select, pre-approved school sponsored events.**

Birthday Celebrations: Celebrations are optional based on the family's preference. All birthday celebrations will take place during the last 15 minutes of school at 3PM. We encourage families to recognize their child's special day by reading a favorite book, showcasing their child's special interests, or an aspect of their culture. Small food treats are allowed for the classroom only. Students may not walk around to other locations in the school to share food.

Food will be allowed for a limited number of specific school sponsored events during school and after school. The events will be pre-approved by administration on a quarterly basis. We will review how the event aligns with our Philosophy, including a plan to accommodate allergies, dietary restrictions, and religious observations. Staff will submit a plan based on parameters

Guidelines on planning events

- Develop criteria/process to substantiate events that are enriched by food (meaningful experiences)
- Review and assist in plans that account for allergies, dietary restrictions and religious observations
- Suggest a list of events that will include food (based on criteria), and make recommendations
- Provide additional feedback and be the point person in making future recommendations
- Keep with state/national nutritional standards (limiting the number of food events, and type of food)
- Organizer responsibility for implementing plan and answer to any deviations from that plan
- Food is not to be used as a reward (discipline, assessment performance/participation)
- Events are recommended and approved by administration

Special Education Personnel Services

Hart Magnet believes that education encompasses the whole child. Our school promotes a collaborative working environment where the well being of every student is our number one priority. Our student support team works closely with our staff and parents to ensure that students are safe, happy and learning. Co-led by the Principal and Assistant Principal, it comprises our School Psychologist, School Social Worker, Speech Pathologist, and Special Education teacher.

The team members serve as consultants to teachers or parents who are concerned about any type of problem - developmental, behavioral, or academic. Many techniques are utilized to develop the students' skills. Staff members who have chosen these specialties work with classroom teachers to assure the greatest possible progress. Parents are encouraged to work closely with the teachers.

Psychologist: A school psychologist evaluates a child's intellectual and emotional status. The psychologist assists with determining how the child can best be helped and provides individual or group counseling.

Social Worker: A social worker is assigned to collaborate with staff, parents, students and community agencies to maximize the education program for all students. The social worker provides individual and group counseling for students.

Speech and Language Pathologist: A speech and language pathologist diagnoses and provides remediation in all areas of communication. There are five basic areas: receptive language (how we process language), expressive language (how we use language), articulation (the sound system of language), voice and fluency.

Special Education Resource Teacher: The resource teacher provides support to students who have individual education plans. The children may leave the general education classroom for part of the school day and are provided with specialized instruction. Support may be provided in or out of the child's classroom.

Multi-Tiered Systems of Support Teacher (Elementary and Middle School): The MTSS Support Teacher is the point person for individual students who need academic and or behavioral supports in regular education. The MTSS Teacher works with families and staff to coordinate the interventions and collect data to show progress.

CTSEDS

On July 1, 2022, the Connecticut State Department of Education launched a statewide, web-based special education data management system called CT-SEDS. All school districts are mandated to now use this system to manage Individualized Education Plans (IEPs) and 504 documents. These changes have been made for many reasons but most importantly to:

- Ensure that all districts are using the same system
- Create more reader/user friendly IEP and 504 documents
- Improve the quality of IEP and 504 plans for all students.

Additionally, as part of the state's commitment to ensuring meaningful parent participation in the planning and placement team (PPT) process, the CT-SEDS system includes a parent portal allowing families to access their child's IEP and other important documents. In addition, the system allows for invitations, IEPs and other important documents to be translated into ten different languages to ensure that parents receive information in their native language. These languages include: Spanish, Portuguese, Arabic, Creole-Haitian, Mandarin, Albanian, Polish, Urdu, Bengali, & Vietnamese. Finally, the layout of the IEP will also change. This new format is designed to be more user-friendly and easier to follow. For additional information, please see the CT-SEDS Parent Portal Quick Start Guide.

Multi-Tiered Systems of Support (MTSS) Process

MTSS, or Multi-Tiered System of Supports, is a framework used in schools to provide targeted support to students. MTSS integrates multiple systems and strategies to ensure that each student receives the necessary resources to succeed academically, behaviorally, and socially.

Sometimes referred to as SRBI (Scientific Researched Based Instruction) or RTI (Response to Intervention). It consists of a continuum of supports for all students within the general education system. The framework emphasizes successful instruction for all students through high quality core general education practices, as well as targeted intervention for students experiencing learning, social-emotional, or behavioral difficulties.

The process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS Process is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For MTSS implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- Comprehensive Core Curriculum (essential competencies, culturally relevant, researched based)
- School-wide/district wide system of social/emotional learning and behavioral supports
- School Climate
- Researched Based Instructional Practices
- Differentiation for all learners, below, above, EL
- Universal Common Assessments
- Early Intervention for all students- academic, behavioral, social/emotional
- Data driven decision making, results interpreted for individual students and to improve overall interventions, or general education practices
- Continuum of supports as part of the general education system with increasing individualization /intensity across the tiers
- Common formative assessments (well coordinated, consistent expectations, academic/behavioral)
  Source: SPS, SRBI Handbook, RTINetwork.org

Parking: Parking is limited on campus. Faculty may use the Back lot to park. There are a handful of visitor spots in the front of the building. Directions for parking for large events are announced by event.

Cafeteria Services: Diane Giamba is the cafeteria manager working for Chartwell Services. Entrees include: A choice of a) hot lunch entree, b) Grill entree, c) Sandwich, d) Bagel and Yogurt, e) Sunbutter and Jelly, f) Salad, g) vegetarian, and h) Halal . With any entree you also get a fruit or juice, a vegetable side, and a choice of milk. Cold lunch is served on early dismissal days. All menus are subject to change, per Chartwell Services. Questions related to the program can be directed to her at 203-977-5229.

Hart offers a breakfast program through Chartwell Food Services. Available daily from 8:40-8:55am. Breakfast and Lunch are FREE for all students for the 2025-2026 school year.

PART 2: STUDENT WELL BEING - HEALTH

School Nurse Guidelines: The following are general guidelines to help prevent the spread of contagious illnesses and promote full recovery from them, we ask you to please read the following recommended guidelines before making your decision. These guidelines are still consistent with COVID guidelines.

Keep your child home if the child:

- Cough, runny nose, fever, nausea, vomiting or diarrhea is present. Students may NOT return to school until they have been fever free for 24 hours.

Generally students can return to school when:

- The stage of contagion for communicable disease has passed
- The child under doctor's care has received permission to return
- The child feels well enough to participate in all activities

An absence due to illness of three or more days requires that the nurse readmit the child to school. Students should bring a doctor's note.

Please notify the Nurse if your child has been exposed to:

- COVID - Follow COVID Guidelines from CDC
- Chicken Pox – (child may return when lesions are scabbed).
- Strep Throat – (return when child has been on medication for 24 hours).
- Head Lice - (After treatment and note from parent or treatment center), child should be checked by the nurse before he/she returns to class
- Other injuries or illnesses that may require accommodations

Medication: CONNECTICUT STATE LAW PROHIBITS SCHOOL NURSES TO GIVE MEDICATION TO CHILDREN UNLESS ORDERED BY A PHYSICIAN. Children may not self-administer any medication at school. This includes over-the-counter medication. A special pink form may be picked up from the nurse's office any time if you wish your child to receive medication in school. This form needs to be signed by you and the doctor. The medication to be given must be given to the nurse by an adult only. Parents may come to school and give their children the medication themselves. The medication must be given in the nurse's office. Parents must pick up their child's medication on the last day of school.

State Law Eliminating the Ability to Claim Religious Exemption From Immunization Requirements

SPS Link to Letter from the Superintendent

SPS Student Behavior Policy

Parents/Guardians should familiarize themselves with SPS Discipline Policy 5131 & 5131R on student behavior. There are specific guidelines on weapons and drugs that all families should be aware of. **SPS expressly prohibits weapons, drugs (as defined by the policy) and any facsimile of a weapon or drug.** A facsimile of a weapon means any nonfunctional imitation of an original weapon or any non functional representation of a weapon, provided such representation could reasonably be perceived to be a real weapon.

Bullying Policy & Sexual Harassment

It is imperative that all parents have read and are familiar with the Stamford Public Schools Bullying Policy. The processes of reporting, investigating, and taking remedial actions are outlined in this policy. To report a Bullying incident SPS has provided a complaint form.

Hart Magnet implements proactive and restorative approaches to prevent and remediate such incidents. We regularly schedule student assemblies, social emotional programming, and workshops for students. Parents should review these guidelines with their children as well as consistently provide proper supervision of social media.

Behavior Incident Form (BIF)

Teachers document behavioral incidents that are disruptive, repeated and/or unsafe in a Behavioral Incident Form. The Administrators will address the incident with the student and will refer to the BIF for reference. For repeated disruptive behavior, the teacher and/or administrator contacts the family to determine next steps(modifications or specific accommodations). When there is an incident that needs immediate attention a teacher can call for support from administration or MTSS staff by using the PA button in classrooms to make a call to the office. BIF can be filled out to provide an account of the incident.

Safe School Climate Plan

The Safe School Climate Plan describes measures to address the existence of bullying and teen dating violence behaviors in the Stamford Public Schools and includes procedures to report, investigate, document, and maintain records of bullying and teen dating violence investigations, and contains prevention and intervention strategies that may be used by school employees to address bullying behavior and teen dating violence committed by students against other students. Stamford Public Schools Safe School Climate Plan

Behavior Supports and Disciplinary Actions

Our goal is for our students to consistently demonstrate the behavioral standards and be safe in school. Teachers use a variety of classroom and behavior management strategies to address misbehavior. At Hart we use restorative practices in our approach. This simply means that there is a priority on the process for which we seek to address the underlying issue of a conflict. The process entails building community and strengthening relationships. It involves dialogue whereby students are supported to acknowledge their mistakes, and be accountable for their actions. Examples of Restorative practices include *affective statements*, student circles, and conferencing. *A restorative student circle is a technique that builds and restores relationships through equal opportunity sharing and listening. These talking circles proactively build the skills individuals need when conflicts arise because they give every individual the opportunity to speak and be heard. Restorative circles are especially beneficial for youth learning how to negotiate conflict, as they help them practice respectful listening and healthy self-expression.* *Source: https://thewriteofyourlife.org/what-are-restorative-circles/*

Below are disciplinary measures and strategies based on Stamford Public Schools Board of Education Policy. Please note, careful consideration is given to individual situations, so that the school's response to the student is appropriate. Consequences may be increased in cases of repeat offenses.

Corrective Disciplinary Measures

- Verbal redirection to engage in expected behavior, cue expected behaviors
- Time to Reflect, or calming time for non-compliance (approximately 5 min)
- Removal of student from class into another classroom space (approx. 5-10 minutes)
- Referral to administration, student is spoken to outside classroom and returned to class once appropriate self management strategies have been followed or talked through
- Conferences with parents, students, and/or communication log with parents
- Engage students in social-emotional focused lessons
- Students check-ins during throughout the day to monitor behavior
- Social Worker/School Psychologist observe/support student
- Counseling services
- Behavioral Charts
- Safety Plans
- Adjustment of school program a. alternate learning class b. shortened school day c. alternate school d. schedule changes when possible
- Services of support personnel a. home visits b. peer interaction group sessions
- Referral to Planning Placement
- Family services, 211 called to support students. 211 or 911 may be called if the student demonstrates behavior that exhibits a danger to themselves or others, leaves the building/campus, or other elevated behaviors. Parent is contacted when behavior has been unable to be redirected

Additional Disciplinary Measures:

There are times where additional disciplinary action is considered to address repeated and/or serious infractions. This may entail removal from a class period, in-school suspension, or out of school suspension. Suspensions will be considered when behavior is disruptive and detrimental to the operation of the school, as per board policy. For grades Pre-K -2, the administration must determine that an out of school suspension is appropriate based on evidence that such pupil's conduct is of a violent or sexual nature that endangers persons. Disciplinary measures include:

- Removal from class for more than an hour -by administration
- Denial of privileges, such as school-provided transportation, Cafeteria time, field trips, events, recess
- Detention
- In school Community Service
- In-school suspension
- Out-of-school suspension

PBIS: The Hart Faculty is working to revise the school's Positive Behavioral Interventions and Supports over the course of the 2025-2026 school year. Information will be updated as available.

Recess

All K-5 students will have 20 minutes a day of supervised recess, preferably outdoors, weather permitting. (See weather guidelines at the end of this section.) Students will work on social emotional academic skills organizing their assignments. Recreational opportunities will be dependent on schedule and completion of assignments.

A large percentage of incidents in recess involve social conflicts when students are playing. We also know that students benefit from explicit conflict resolution, sportsmanship, and social skills. With this in mind, it is the expectation that staff members: 1) Proactively supervise recess and 2) Model and embed social skills routines. Teachers will reinforce recess expectations based on the Behavior Expectations Matrix.

CT State Standard Restrictions: Withholding recess as punishment is prohibited **unless the behavior is a result of unsafe and/or inappropriate behavior during recess**. **It should be a logical consequence directly tied to the behavior**. Teachers should make the appropriate essential agreements, as well as modifications/ accommodations to facilitate safe, and fun active experiences.

Recess Weather Guidelines [2]

Wind-Chill Factor Chart (in Fahrenheit)

Air Temperature \ Wind Speed in mph	Calm 5		10	15	20	25	30	35	40
40	40	36	34	32	30	29	28	28	27
30	30	25	21	19	17	16	15	14	13
20	20	13	9	6	4	3	1	0	-1
10	10	1	-4	-7	-9	-11	-12	-14	-15
0	0	-11	-16	-19	-22	-24	-26	-27	-29
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43

Heat Index Chart (in Fahrenheit %)

Air Temperature (F) \ Relative Humidity (Percent)	40	45	50	55	60	65	70	75	80	85	90	95	100
80	80	80	81	81	82	82	83	84	84	85	86	86	87
84	83	84	85	86	88	89	90	92	94	96	98	100	103
90	91	93	95	97	100	103	105	109	113	117	122	127	132
94	97	100	103	106	110	114	119	124	129	135			
100	109	114	118	124	129	130							
104	119	124	131	137									

Comfortable for out door play

Caution

Danger

Condition GREEN - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

Condition YELLOW - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time. YOUNG

[2] Iowa Dept. of Health, US Dept of Health & Human Services

CHILDREN may insist they are not too hot or cold because they are enjoying playtime. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

Condition RED - most children should not play outdoors due to the health risk. YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions. OLDER CHILDREN may play outdoors for very short periods of time if they are properly dressed, and have plenty of fluids. Teachers must be vigilant about maximum protection of children.

Restrooms

Students in Kindergarten have their own restrooms. For the general population, students can be sent to the restroom either one at a time, or in pairs based on teacher discretion and student conduct. Limit of 4 students in the bathroom at one time.

PART 3: ELECTRONIC DEVICES:

Hart Magnet School *School-wide Electronic Device Policy*

BOE Policy 5181.81

Policy

During school hours, students are required to keep their cellphones, smartwatches, air buds and other internet devices on silent mode and in their backpack. Students who are seen using an electronic device during school hours will be asked to turn their phone in until the end of the school day.

Rationale

Handheld electronic devices can be a distraction from academic instruction, and used as a tool for inappropriate behavior, messaging, or recording during the school day.
Keeping the policy as simple as possible is advantageous for several reasons:

- Teachers do not have to begin and end class with phone collection and return, which takes away from instructional time and can be a source of conflict.
- We do not force students who follow the policy to hand over their phones.
- Expensive devices that some students need after school are not kept at school overnight.

Student and Staff Expectations

Phones will be taken from students for any and all violations of this policy. Students will not be given warnings or "second chances" if they do not follow the policy. If a student is visibly using their device during school hours, staff members will:

1) Ask the student to hand over their device in an appropriate and respectful manner: *"Please turn over your cell phone."*
2) If the student refuses, they will call the main office using a classroom phone or radio, then continue with teaching or other activities.
3) When the student turns their device over to the staff member, the staff member will bring the device to the main office or have someone bring the phone to the office.
4) At the end of the school day, students will report to homeroom and request a pass to the main office to have their device returned to them.
5) If a student has committed a behavior infraction in using their device, administrators will follow the code of conduct section regarding "improper use of technology."
6) Students who violate the policy multiple times will be required to turn over their devices in the main office at the start of the school day.

Personal Items, Other Valuables, and Toys: Valuables have no place in school. Children are not to bring toys, cards, dolls, and/or any item causing disruptions in class. If such items are brought to school, the parent assumes the responsibility for loss or damage.

Chromebook Policy

1. Distribution

a. Before Device Distribution, each student will be told about responsible use of the devices by the technology and/or homeroom teacher. This is a review of the expectations regarding Chromebooks as stated in the Responsible Use Agreement and Technology Device Agreement.

b. ALL students need to submit a completed Responsible Use Agreement and Technology Device Agreement via ParentPortal
   i. Students who do not have a submitted Responsible Use Agreement or Technology Device Agreement will not receive a device or permitted to use a BYOD until they do.

c. Distribution will be scheduled by the Multimedia Specialist, Ms. Smyth

2. Damages/Losses/Fines

a. Students eligible for Fee Waiver will be charged 50% of the typical fee

b. Damages/Fees

Chromebook Replacement	**Typical Fee**	**With Fee Waiver**
3190 Replacement	$320	$160
3100/3110/HP G8 replacement	$260	$130
Broken, Damaged or Lost	**Typical Fee**	**With Fee Waiver**
Chargers	$45	$25
Broken Screen (Dell 3190)	$130	$65
Broken Screen (Dell 3100, 3110, HP G8)	$100	$50
Broken Outer Case (all models)	$100	$50
Broken headphone jack (all models) (only charge for egregious damage as this is susceptible to wear and tear)	$100	$50
Hinges (all models) (only charge for egregious damage as this is susceptible to	$100	$50

wear and tear)		
Trackpad (all models) (only charge for egregious damage as this is susceptible to wear and tear)	$100	$50
Missing and broken keys/keyboard replacement	$70	$35
Port damage (obvious and egregious)	$100	$50

3. Types of Violations and associated Disciplinary Action
    a. Off-Task During Educational Time (YouTube, Gaming, Etc)
        i. 1st Offense - Teacher intervention by teacher
        ii. 2nd Offense - Parent Contact by teacher & BIF form submitted
        iii. 3rd Offense - Device Suspension & Chromebook Misuse (BIF submitted)
    b. Intentional Damage to Any Device
        i. Complete BIF form that details the incident
        ii. Immediate Parent Contact
        iii. Assessment of Device for Potential Fine
        iv. Suspension of Device per MMS/Administration
    c. Cyberbullying
        i. Complete Chromebook Misuse form that details the incident
        ii. Suspension of Device per Administration or designee
        iii. Investigation & Mediation with Support Staff and Administration
    d. Accessing Inappropriate Content
        i. Complete Chromebook Misuse form that details the incident
        ii. Case by Case Consequence
        iii. Parent Contact
        iv. Suspension of Device per Administration or designee

Responsible Use of IT Policy

One of our goals at Hart Magnet is to lead in providing exciting and compelling ways for students to demonstrate their learning. This strategy will involve sharing, communicating, and celebrating our school events. It will involve utilizing technology and accessing the Internet through a variety of forums (social media, apps, etc). We ask that you read this quote in considering our goals for our school:

“Digital leaders understand that we must put real-world tools in the hands of students and allow them to create artifacts of learning... This is an important pedagogical shift as it focuses on enhancing essential skill sets—communication, collaboration, creativity, media literacy, global connectedness, critical thinking, and problem solving – that society demands.” –Eric Sheninger

Hart Magnet aims to foster appropriate use of digital technologies. Our policy has three parts:

1. Responsible use of IT at Hart Magnet and specific agreements relating to its use, per Stamford Public Schools policy
2. Permissions around publishing, digital use of student work and student images
3. Guidelines for the use of digital technologies: general advice relating to the use of all digital technology, including social media, both within and outside the school environment.

Hart Magnet's information technology resources, including internet access, are provided primarily for educational purposes. Students are responsible for good behavior in this digital environment just as they are in the physical school environment. Please remember that access to Hart Magnet School IT resources is a privilege, not a right, and that access requires responsibility. Individual users of the school's resources are responsible for their behavior, actions and communications.

All students and parents should read the Publishing, Media Release, & SPS Policy document below. Parents, please discuss the policy agreements with your child to ensure they understand them thoroughly. Consequences will be put in place if these agreements have not been followed.

Acceptable Internet Use Policy and Media Release Forms should be filled out in the Parent Portal.

Link to Parent Portal

APPENDIX

Please let us know if you need this document translated.
Déjenos saber si usted desea que este documento sea traducido.
Tanpri, fè-n konnen si-w bezwen dokiman sa-a an Kreyòl

Important Information

Stamford Public Schools is committed to a policy of equal opportunity for all qualified persons. Stamford Public Schools does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information & testing, Family & Medical Leave, protected veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Stamford Public Schools provides equal access to Boy Scouts of America and other designated youth groups. Stamford Public Schools does not unlawfully discriminate in employment against qualified persons with a prior criminal conviction.

Stamford Public Schools prohibits Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.

For further information, visit the US Department of Education website or call (800) 421-3481. Inquiries and reports regarding Stamford Public Schools' nondiscrimination policies should be directed to:

DISTRICT LEVEL COORDINATORS	
District Coordinator: Title IX, the Americans With Disabilities Act (ADA) & Age Discrimination Act	Christopher P. Soules, Esq. Chief Compliance Officer Stamford Public Schools 888 Washington Blvd., Stamford, CT 06901 csoules@stamfordct.gov (203) 977-5598
District Coordinator: Section 504	Michael S. Fernandes, Ed.D. Chief Family and Staff Resource Officer Stamford Public Schools 888 Washington Blvd., Stamford, CT 06901 mfernandes@stamfordct.gov (203) 977-5684

The Stamford Public Schools provide equal educational opportunities to all students and prohibits discrimination and harassment in any of its programs or activities. In accordance with Board of Education Policy, bullying behavior, teen dating violence, discrimination and harassment are strictly prohibited. For information on how to report prohibited behavior or to make a report, you may speak with the school principal or the school coordinator, or you may follow the process contained in the District's Policy and Regulations (Safe School Climate Plan; Policy and Administrative Regulations Concerning Bullying Behavior 5005/4000.2; Policy and Administrative Regulations Concerning School Climate 5131.914; Title IX Policy, Regulation and Grievance Procedure, 4000.1/5145.44).

Students or other persons (e.g., parents or guardians) who believe that a student has been the subject of discrimination or harassment based on race, color, national origin, ancestry, religious creed, sex, age, marital status, sexual orientation, gender identity or expression, disability or any other basis prohibited by law are encouraged to promptly report any such alleged act or incident, whether it occurs once or more than once. A report made can be verbal or in writing.

Students are encouraged to report bullying, discrimination or harassment to any administrator, teacher or other school staff member and may be made anonymous. Teachers, other school staff and District employees who become aware of, witness acts of, or receive a student report relating to a student experiencing bullying, harassment or discrimination are required to promptly notify the school principal in writing.

The Stamford Public Schools prohibits threatening to or retaliating against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment or discrimination.

Each school has a staff member(s) who is available to answer questions and receive complaints about civil rights violations including discrimination and harassment. They can assist students or parents/guardians with making a complaint, seeking supportive measures, or understanding the investigation process in civil rights investigations. The School Based Coordinators for this school are:

SCHOOL BASED COORDINATORS	
Title IX Coordinator & Safe School Climate Specialist	Sara Paolini

Meal Modifications for Students With Disabilities. To request modifications to meal services to accommodate children with disabilities, contact both the Food Services Director at (203) 977-4732 and your building principal.

State of Connecticut Department of Children & Families (DCF) Careline: 1-800-842-2288

Annual Notices

Please see the District's website for the required annual notice page for important information and required annual notices. https://www.stamfordpublicschools.org/board-of-education/notices

Website posting is one of the ways the District shares required information each year. While all District policies are important, there are several important notices, policies, regulations, and forms that can be found on the District's Annual Notice page and on the District's Policies and Regulations page. These notices include, but are not limited to:

The Family Educational Rights and Privacy Act (FERPA); Bullying & Harassment; Title IX; Complaint Form; Complaint Form Re: Transportation Safety; Food Allergies / Request for Meal Modifications; Student Data Privacy Contracts; Connecticut Safe Sports Policy, Child Abuse Prevention & Grooming Information Sheet; Safe School Climate Plan, Concussion and Head Injury Awareness and Prevention.

Remember to check these links often as these documents may be revised and updated throughout the year.

The District's Safe School Climate Plan:
https://www.stamfordpublicschools.org/about-us/safe-school-climate-plan

All Board of Education Policies & Regulations:
https://www.stamfordpublicschools.org/board-of-education/policies

If you would like a hard copy of any of this information, please speak with your building principal.

To report bullying behavior and/or teen dating violence speak with the school principal or follow the process contained in the District's Safe School Climate Plan, Policy and Administrative Regulations Concerning Bullying Behavior 5005/4000.2, and the Policy and Administrative Regulations Concerning School Climate 5131.914.