

Riverside Magnet School

Scholar and Family Handbook

2025 - 2026



29 Willowbrook Road
East Hartford, CT 06118
860-709-6800
Fax: 860-709-6897
Nurse: 860-709-6812
Nurse Fax: (860) 263-7839

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



Riverside Magnet School Hours & Important Information

SCHOOL HOURS

Regular School Day
Monday – Friday
8:20 a.m. doors open
8:40 a.m. school day begins
3:05 p.m. dismissal begins

Early Release Day
Monday – Friday
8:20 a.m. doors open
8:40 a.m. school day begins
12:15 p.m. dismissal begins

Please see school calendar for early release days.

Studio Hours (before & after care)

Available for a fee; you must sign up in advance; based on space availability.

Dianna Stewart; Studio and Community Coordinator Dstewart@goodwinmagnetsystem.org

AM Studio M-F: 7 am - 8:25 am

PM Studio M-Th: 3:15 pm - 5:45 pm

Friday Only (Early Dismissal) 12:25-4:15

RMS Communication/Updates

Please be sure that we always have a current email and telephone contact on file.

RMS Website: www.riversidemagnetschool.org

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

Goodwin University Magnet School System Website: <https://www.goodwinmagnetsystem.org/>

School Messenger:

This automated email and telephone communication service allows us to inform families of school closings, delays, and other important announcements.

Transportation

Web: www.crec.org/transportation/rsco.php

Phone: 860-524-4077

E-mail: RSCOTransportation@crec.org

EH Transportation: 860-904-9783

[RSCO Transportation Inclement Weather & Emergency Closing Information](#)

PREFACE

The material covered within this handbook is intended as a method of communicating to scholars and parents/guardians regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Goodwin University Magnet System policies and procedures, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Goodwin University Magnet System policies and procedures, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice. Consult the district's website or the individual school's website for any significant changes. This booklet is written for our scholars and their parents/guardians. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address scholars not directly as "you" but rather as "the scholar," "scholars," or "children." Likewise, the term "the scholar's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the scholar. Both scholars and parents/guardians need to be familiar with the Student Code of Conduct and school safety and security plans which are intended to promote school safety and an atmosphere conducive for learning. The Scholar Handbook is designed to be in harmony with Goodwin University Magnet System policies and procedures. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to scholars and parents through newsletters, web pages, and other communications. Contents in this handbook can be found in alphabetical order, following the Reggio Emilia Approach information.

If your child attends Riverside Magnet School or Student Support Services program and you are seeking assistance with the following, we're here to help:

- **Special Education Questions & 504 Grievance**
 - Sarah Burke, *Assistant Superintendent of Student Support Services* - 860-727-6795
- **Accommodations or Translations during Events**
 - Karen Lapuk, *Multilingual Learners Coordinator* - 860-709-6800
- **McKinney-Vento Homeless Assistance Act**
 - Sarah Burke, *Assistant Superintendent of Student Support Services* - 860-727-6795
- **Title IX (Sex Discrimination)**
 - Daniel Moleti, *Assistant Superintendent of HR and Talent* - 860-913-2225
 - Title IX Final Regulations

A Message from Your Principal:

Dear RMS Scholars and Families,

Welcome to the 2025–2026 school year at Riverside Magnet School at Goodwin University! I am excited to begin a new academic year with you and honored to serve as your director. This handbook has been prepared as a valuable guide to help families and scholars navigate school routines, policies, and expectations. We encourage you to review it carefully and return the signed **Handbook Acknowledgment Form**—included in your welcome packet—to your child’s classroom teacher by **Friday, September 12, 2025**.

As a Reggio Emilia inspired learning community, our approach centers on curiosity, collaboration, and creativity. We believe that children learn best when their voices are heard, their interests are honored, and their families are engaged as active partners in their education. Learning at RMS is driven by what matters most to our scholars - their questions, passions and ideas. This philosophy helps us to design learning opportunities that engage and inspire our scholars.

At Riverside Magnet School, we are proud to provide scholars with an educational foundation that extends far beyond the elementary years. Our unique pathway allows scholars to continue their journey at Connecticut River Academy for middle and high school and, ultimately, to pursue a degree at Goodwin University—creating a seamless educational experience from Pre-K through college.

As we embark on the new school year, I look to partner with you throughout the school year. Please feel free to reach out with any questions, feedback, or ideas. Let’s work together to make 2025–2026 a memorable and meaningful year for all.

Most Sincerely,

Ms. Windy Petersen, Interim Director



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 12th, 2025.

I, _____, acknowledge that I have read the
(*Scholar Name*)
2025-2026 Riverside Magnet School Scholar and Family Handbook, and have reviewed its contents.

I, _____, acknowledge that I have read the
(*Parent/Guardian Name*)
2025-2026 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 to RMS by Friday, September 12, 2025.





1 Riverside Drive, East Hartford, CT 06118
860.727.6940
www.goodwinmagnetsystem.org

August (4/4)					September (21/25)					October (22/47)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	5			1	2	3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31
November (16/63)					December (17/80)					January (17/97)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7	1	2	3	4	5				1	2
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30
February (17/114)					March (22/136)					April (16/152)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6	2	3	4	5	6			1	2	3
9	10	11	12	13	9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	16	17	18	19	20	13	14	15	16	17
23	24	25	26	27	23	24	25	26	27	20	21	22	23	24
					30	31				27	28	29	30	
May (20/172)					June (10/182)									
M	T	W	Th	F	M	T	W	Th	F					
				1	1	2	3	4	5					
4	5	6	7	8	8	9	10	11*	12					
11	12	13	14	15	15	16	17	18	19					
18	19	20	21	22	22	23	24	25	26					
25	26	27	28	29	29	30								

Key

- New Staff Orientation
- First & Last Day of School
- Fall Conferences - RMS
- Fall Conferences - CTRA
- Spring Conferences - RMS & CTRA

2025-2026 SCHOOL CALENDAR

Salvatore Menzo, Superintendent

August 20 New Staff Orientation
August 21-25 Teacher Professional Development
August 26 First Day of School for Scholars
November 12-14 Fall Conferences - CTRA
December 10-12 Fall Conferences - RMS
March 18-20 Spring Conferences - RMS & CTRA
June 12 Last Day of School for Scholars (Early Dismissal)

HOLIDAYS (STUDENTS AND STAFF OFF)

September 1 Labor Day
October 13 Indigenous Peoples' Day
November 11 Veterans Day
November 27, 28 Thanksgiving
December 24 - January 2 Holiday Recess
January 1 New Year's Day
January 6 Three Kings Day
January 19 Martin Luther King Day
February 16-17 Presidents' Day Recess
April 3 Good Friday
April 13-17 April Recess
May 25 Memorial Day
June 19 Juneteenth

REGIONAL PD DAYS (STUDENTS OFF - STAFF REPORT)

August 20 New Educator Professional Development
August 21-25 All Staff Professional Development
November 4 Staff Professional Development
January 5 Wellness Day
February 6 Staff Professional Development

EARLY DISMISSAL (STAFF PROFESSIONAL DEVELOPMENT)

Staff Professional Development No Staff Professional Development -
September 12, 26 Development -
October 3, 24 Early Dismissal
January 30 November 26
February 27 December 23
March 13, 27 June 11
April 24
May 8, 15
June 5

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. Since 2013, RMS has grown into a PK-Grade 5 elementary school community that believes 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, RMS 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.

Goodwin University Magnet School System

The Goodwin University Magnet School System is an educational partner for life. From pre-K through high school, we're by your side at every age and every stage, coordinating our comprehensive resources through flexible pathways tailored to your scholar's unique educational needs. With specialized teachers, child development experts and the latest education technologies, we form a team with you and your scholar to personalize their experience and make changes that will lead to success in their lifelong learning. Plus, as part of our Magnet School System, your child can earn free, transferable college credits, making tuition more affordable as they continue their education from undergrad through postgraduate degree.

Magnet Standards

Magnet Standard #1

- 1a. The child will practice active citizenship, demonstrated by participation in class governance, conflict resolution, and discussions about fairness and personal responsibility.
- 1b. The child (or group) will identify an activity that would have a positive impact on the community and will engage in the activity.

Magnet Standard #2

The child will nurture curiosity by formatting questions and pursuing answers. The child will plan and execute investigations, collect and evaluate evidence, and present learned knowledge through a variety of media.

Magnet Standard #3

The child will actively listen and respond to others' opinions and ideas and effectively articulate his or her thoughts while communicating with diverse partners or writing.

District Vision Statement

All members of the Goodwin University Magnet School System are empowered to advocate for a just and sustainable world while developing competencies for future success within a transformative PreK-early college system.

District Mission Statement

The Goodwin University Magnet School System breaks down barriers while celebrating the many talents within our community. Partnering with families, educators, and the community, we challenge our scholars to take ownership of their learning through authentic, innovative pathways.

District Equity Statement

The Goodwin University Magnet School System intentionally disrupts the historical imbalance of power and privilege that continues to marginalize our scholars and community. As a reflective system we strive to eradicate the biases and prejudices of race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion that impact our scholars as they pursue their education. Therefore, we honor and affirm the diverse experiences of others to empower scholars to create a more just and equitable world.



District Core Values

Demanding **equity**, providing **access**, facilitating **growth**, encouraging **leadership** and expecting **excellence** is at the core of Goodwin University Magnet School System. Our daily decision-making and operations will function according to these tenets that support our community, which includes our scholars, families, staff and external partners.



RMS 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.

RMS 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 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 May 2022. 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.

EQUAL OPPORTUNITY and NON-DISCRIMINATION

Goodwin University Magnet System does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Goodwin University Magnet System will provide every scholar with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law. Daniel Moleti, Assistant Superintendent of HR and Talent, is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

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

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
- 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.

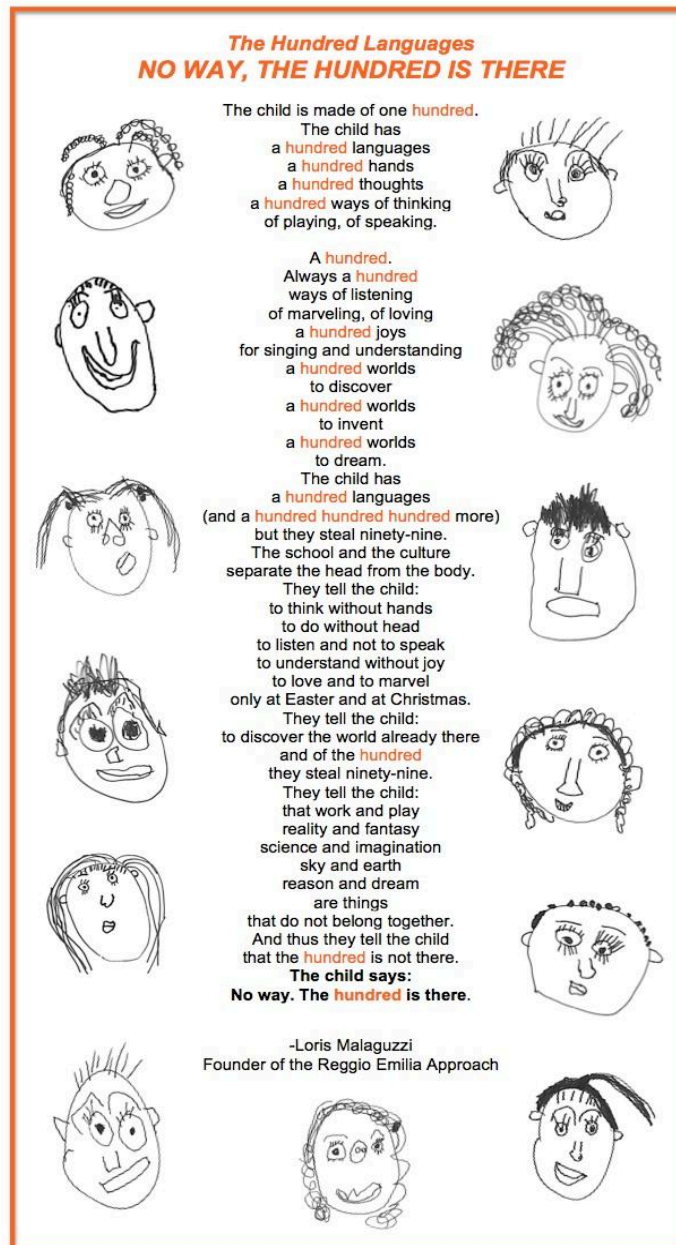
Documentation includes:

- 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

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



ADMISSION/PLACEMENT

Acceptance into Riverside Magnet School is determined through a random lottery process conducted by the State of Connecticut Regional School Choice Office (RSCO). Any scholar entering grades pre-K through grade 12 and who resides in Connecticut at the time of application is eligible to apply for the lottery. Preschoolers, however, must be three years of age by September 1st of the school year for which you are applying. For a detailed description of RSCO's age requirements for scholars entering PreKindergarten and Kindergarten, you may visit: <https://fairs.rsc02.ct.gov/pk-kg-eligibility/>.

ANTI-RACISM

The District rejects all forms of racism as destructive to the mission, vision, values and goals of this school system. All forms of racism must be eliminated from the District. Children must find school a safe and welcoming place, where they are able to achieve success, irrespective of their racial or ethnic background. Racism will not be tolerated in any form. The goal is to enable all scholars to thrive in a socially cohesive community within a positive, multi-cultural society.

ASBESTOS

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

ARRIVAL AND DISMISSAL 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.

PARENT DROP-OFF

Drop off begins at 8:20, NO earlier. 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.
- Scholars may NOT be dropped off if there are no staff outside.
- 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 8:40 am. Please park, walk your child into school, and sign your child in after 8:40 am. All scholars arriving after 8:40 am will be helped by staff to reach their classrooms. **Scholars may NOT be dropped off, in the drop off lane, after 8:40 am.**

PARENT PICK-UP

Early Dismissal:

Under no circumstances may a scholar leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration. Dismissal of scholar(s) before 3:05 pm (for pick up), or 12:15 pm on Early Release days, will be counted as an Early Dismissal. In the event it is necessary for a scholar to be dismissed early, a parent/guardian must notify the school of a change in dismissal by utilizing SDM (School Dismissal Manager). **Please note: Requests of dismissal changes should be made prior to 1:30 pm on a full day, and 11:00 am on an early dismissal day, to ensure safe and accurate dismissal. Early pick-up on a full day ends at 2:00 pm. Early pick-up on an early dismissal day ends at 11:15 am.**

Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator on the parent or guardian to pick up the scholar in the school office. No scholar may be released in the custody of any individual, not the parent or guardian of the scholar, unless the individual's name appears on the list maintained by the school's principal as authorized to obtain the release of scholars. If someone other than a parent/guardian picks up the scholar, the parent will need to communicate this plan with the main office beforehand. Anyone who is picking up a scholar will need to provide the front desk with their identification.

SCHOOL DISMISSAL MANAGER

Our school will continue to use the *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 not 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.

Due to the high number of scholars who have been parent pick up this past year we are asking all families to log in to their School Dismissal Manager Account(s) and confirm their child's default dismissal, as well as, record your PIN # before the first day of school (every adult is assigned their own unique PIN #). You will be asked to provide your Pin # each day your child is a parent pick up,

therefore, please have it ready before you reach the front doors. **We are encouraging as many families as possible to take advantage of bus transportation to make our dismissal process run more quickly and efficiently.**

Here are a few Fast Facts that you will need to know for getting started:

1. The app is compatible with Android and Apple devices and native apps can be found in the respective app stores or via our website. **IMPORTANT: Returning parents need to ensure their app has the latest UPDATED version before the first day of school. If your phone is set to update automatically, no action is required, but those that don't will need to update manually.**
 - a. **Android** – Search in the Play Store for *School Dismissal Manager* and Install -OR- open a Chrome browser window, go to www.schooldismissalmanager.com, and login. Click the three stacked dots at the top right corner, scroll down and click on *Add to Home Screen*, and follow the onscreen instructions to install the app.
 - b. **iPhone** – Search in the App Store for *School Dismissal Manager* and Install -OR- open a Safari browser, go to www.schooldismissalmanager.com, and login. Then click on the box with the arrow pointing up, scroll down, and click *Add to Home Screen*. Type in (or click on if auto-filled) *SDM* and then tap *Add* to install the app.
2. **First Login**
 - a. Check your child's default transportation and make sure it is set correctly. If it is not, call the school's main office and we will make the change for you. If your child's default dismissal needs to be changed, please call the main office or email cpolanco@goodwinmagnetsystem.org with your child's first name, last name and the new default dismissal option, **no later than Friday, August 16th.**
3. **FastLane Parent Check-in Method**
 - a. **Parent PIN:** We will be utilizing FastLane during our afternoon dismissals. You will be asked a series of questions when creating a FastLane dismissal. Select the ***Any Parent of...*** option, unless it is necessary to be specific, so that no matter which parent shows up their PIN number will be valid for pick-up.
 - b. When arriving at school for pick-up, a staff member will be at the designated check-in point to take your PIN number.
 - c. FastLane will begin on **Wednesday, August 28th**, so be sure your child's default dismissal is correct before this date.
4. **Reporting Your Child will be Absent:** We will be utilizing SDM's absent option for parents to report their child absent. Select the day on the calendar that your child will be absent, then select **add exception**, and choose **absent** from the dropdown options, filling out the necessary information. **SDM does not determine if absences are excused or unexcused and you must still provide the school office with a doctor's note when required and as specified in our school attendance policy.**

5. **Reporting Your Child will Leave Early:** We will be utilizing SDM's leaving early option so that parents can let the school know when their child is being picked up early. Select the day on the calendar that your child will be picked-up early, then select **add exception**, and choose **leaving early**. You will immediately be asked if your child is coming back to school. Select **yes** or **no** and then fill out the remaining information. Depending on whether you answered yes or no, SDM will create the appropriate dismissal exception or notification to the office once you click Submit. **You must still come into the office to sign your child out and adhere to any rules or guidelines specified in our school's policies. Early pick-up on a full day ends at 2:00 pm. Early pick-up on an early dismissal day ends at 11:15 am.**
6. **Reporting a Late Arrival:** We will be utilizing SDM's late arrival feature so that parents can let the school know when their child will be arriving late to school. Select the day on the calendar that your child will be arriving late, then select **add late arrival**, fill out the reason, and click **submit**. **SDM does not determine if scholars are tardy and you must still come into the office to sign your child in and adhere to any rules or guidelines specified in our school's policies.**
7. **The Parent Dashboard** always displays the current and following week. Days where there is no school or there is an early dismissal will be clearly marked. To opt in for text messages, click **preferences** in the top menu to add your mobile number.
8. **Recurring Dismissal Exceptions:** If your child has a temporary, recurring dismissal exception click the **recurring dismissal instructions** located at the top of the screen and fill out the details as required. **Do not use the recurring dismissal feature to put in your child's "default" dismissal.** The difference between a Recurring Dismissal Exception and a Weekday Default Dismissal is that recurring has a start and end date because a temporary dismissal occurs regularly on a specific day of the week for the entire school year.

When creating an Exception, or, selecting Leaving Early for the current day, please note that the cut-off time is 1:30 pm on regular days and 11:00 am 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. Thank you for using this tool! If you find you need further assistance, please contact the main office.

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.
- Any vehicle (bus and car) that is in the parking lot is asked to turn off their engine and not to idle while on school property. The idling of vehicles is prohibited unless the temperature outside is that of excessive heat and/or cold and the vehicle must remain cool or warm for the occupants.
- The vehicles that are located in the drop off/pick up lane do not turn off their engines as this is a quick action to remove and/or place the children into their vehicles in a timely manner.

BUS PROCEDURES

Please note that scholars participate in bus evacuation drills to ensure knowledge and experience in bus safety in the event of an emergency.

RSCO/CREC Transportation Services

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

[RSCO Transportation Inclement Weather & Emergency Closing Information](#)

- 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: 860-904-9783

[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.

ATTENDANCE

Connecticut state law requires children five years of age and over and under eighteen years of age to attend school regularly during the hours and terms public schools are in session. Goodwin University Magnet System believes that regular school attendance is essential to the academic success of scholars. Goodwin University Magnet System requires that accurate records be kept of the attendance of each scholar. Scholars should not be absent from school without parental knowledge and consent. The Executive Director is hereby authorized to establish procedures for monitoring school attendance, remediating truancy and chronic absenteeism, and complying with all applicable legal mandates.

- A scholar is considered to be "in attendance" if present at school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A scholar serving an out-of-school suspension or an expulsion will always be considered absent.
- Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods.
- **Reporting Your Child will be Absent:** We will be utilizing SDM's absent option for parents to report their child absent. SDM will alert your child's teacher of the absence. Select the day on the calendar that your child will be absent, then select **add exception**, and choose **absent** from the dropdown options, filling out the necessary information. **SDM does not determine if absences are excused or unexcused and you must still provide the school office with a doctor's note when required and as specified in our school's policies.** Automated phone calls will go out from RMS by 10 am each morning, once teachers have finalized attendance in PowerSchool.
- See above for early dismissal procedures through SDM and cut off times.

TARDINESS

It is very important for scholars to attend school every day and to arrive between 8:20 am and 8:40 am. The beginning of our school day is 8:30 am. Scholars who arrive to class after 8:40 am will be marked tardy. Acceptable reasons for tardiness include medical, religious, or legal commitments. If your child arrives after 8:40 am, they are considered late and must be signed in by an adult at the front door. A scholar who is repeatedly tardy may be considered truant.

EXCUSED ABSENCE

A scholar's absence from school shall be considered "excused" only if a written documentation of the reason for such absence has been submitted within ten (10) school days of the scholar's return to school and meets the following criteria:

- A. For absences one through nine, a scholar's absences from school are considered "excused" when the scholar's parent/guardian approves such absence and submits appropriate documentation to school officials.
 - 1. Submit absence electronically through School Dismissal Manager (SDM)
 - 2. Send in a written document/note upon return OR email Casey Polanco at CPolanco@goodwinmagnetsystem.org with the following information:
 - 1. Date the note is handwritten (or emailed)
 - 2. Scholar's first and last named
 - 3. Date of the absence
 - 4. Reason for the absence
 - 5. Signature of the parent/guardian
- B. Scholars receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
 - 1. Scholar illness, verified by a licensed medical professional, regardless of the length of the absence.
 - 2. Scholar observance of a religious holiday.
 - 3. Death in the family or other emergency beyond the control of the family.
 - 4. Court appearance(s) which are mandated. (Documentation required)
 - 5. The lack of transportation that is normally provided by the district other than the one the scholar attends.
 - 6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.
 - 7. Additional 10 days for children of military service members.

Submitting an SDM exception with no written follow-up will automatically be coded as an unexcused absence.

Per guidance provided by the CT State Department of Education in May 2013, "absences that result from a scholar 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.

UNEXCUSED ABSENCE

A scholar's absence from school shall be considered unexcused unless the absence meets the definition for an excused absence above. Absences which are the result of school or district disciplinary action are excluded from the definitions.

CHRONIC ABSENTEEISM

A scholar whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such scholar has been enrolled at such school during the school year is considered to be a "chronically absent child". Such a scholar will be subject to review by the attendance review team and the chronic absenteeism prevention and intervention plan developed by the State Department of Education. The attendance team will also collect and analyze data on scholar attendance, truancy and chronic absenteeism for scholars with disabilities.

TRUANCY

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A scholar aged five to eighteen with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. A scholar will be identified as a "habitual truant" when he or she has twenty unexcused absences in a school year. Parents have the responsibility to assist school officials in remedying and preventing truancy. School staff are mandated by the state to report excessive absences or patterns of concern. Information about truancy will also be posted in the annual district report cards required by the Every Student Succeeds Act (ESSA).

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!

AUTOMATED PHONE MESSAGING SYSTEMS

Riverside Magnet School uses an automated phone messaging system, School Messenger, which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. RMS will use School Messenger to let you know when there is a school cancellation, delayed opening or early closing. **For this reason, it is very important for the school to have your most recent contact information at all times.**

BICYCLES

scholars riding a bicycle to school are responsible to park and secure it properly at a designated area. For the best bicycle security, scholars should lock and chain the bicycle to one of the provided bicycle racks.

BULLYING

Riverside Magnet School adheres to Goodwin University Magnet School System Policy 5003 regarding bullying. The Goodwin University Magnet School System Board of Education (the “Board”) is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by 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 Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

scholars who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board’s policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “**Bullying**” means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, 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.

CYBERBULLYING

For 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.

SOCIAL NETWORKING SITES

scholars may not access social media sites using District equipment, while on District property or at District-sponsored activities unless the posting is approved by a District representative/teacher/staff member. Social media websites are websites such as, but not limited to, TikTok, Facebook, Instagram, You Tube, Flickr and Twitter.

The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

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 12, 2025. 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 Magnet School 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 judgment 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.

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 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 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.

CANCELLATIONS/DELAYED OPENINGS/EARLY CLOSINGS

Due to hazardous road conditions, school may be canceled, close early or open late. Riverside Magnet School will use School Messenger, the automated notification system, to let you know when there is a school cancellation, delayed opening or early closing whenever possible.

Snow Days

Scholar and Family Handbook - Riverside Magnet School at Goodwin University 2025-2026

In addition to School Messenger, you can view the following television stations for cancellation information (made as early as possible and may change as conditions warrant):
WFSB-TV (Channel 3); WTNH-TV (Channel 8); NBC-TV (Channel 30).

Late Openings

Whenever we have a delayed opening, school start time is based upon road conditions and your local district. For example, a two hour delay means school would begin at 10:30 am with arrival beginning at 10:20 am, and the morning bus stop time would become two hours later, as well.
A.M. Studio will be canceled.

Early Closing

When there is a weather related early dismissal, School Messenger will alert families. P.M.
Studio will be canceled.

You may elect to receive text messages from the following TV Stations (WFSB, WTNH, NBC). 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 "Goodwin University Magnet School - Riverside Magnet School."

Scholars will be dismissed early on specific Fridays as noted in our district calendar, as well as in November and March when there are parent/teacher conferences. There will be Studio on these days. Please refer to the Goodwin University Magnet Schools District Calendar for specific dates.

CAFETERIA/FOOD SERVICE

The Goodwin Magnet System promotes healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. Children who eat well-balanced meals and are physically healthy are more likely to learn in the classroom. The link between good nutrition and good education is clearly demonstrated by better attendance, higher test scores, and fewer behavioral problems in school.

At Riverside, our community is encouraged to take care of their environment, including our cafeteria. Misconduct in the cafeteria may be cause for receiving an assigned seat or forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct. It is encouraged that all scholars and staff be a part of preparing the tables for lunch - by passing out utensils, milk, etc. and cleaning up after themselves. For children of any age with special feeding needs documentation and family communication will be set up between teaching staff, special education services and the school nurse.

Families have the option of ordering a school breakfast, lunch and/or milk from our food service provider. scholars may also bring a 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 lunch, they are encouraged to bring healthy food from home for their lunch.

What are the breakfast serving procedures?

Breakfast is eaten in the classroom. Cafeteria staff brings a food cart with all breakfast items to each pod/hallway for grades PreK through 2nd before 8:20 am. Scholars in grades 3-5 utilize a “grab-and-go” procedure through picking up their breakfast in the cafeteria and bringing it to their classroom to eat. Breakfast is available for 30 minutes after the school day begins.

What are the lunch serving procedures?

Pre-Kindergarten and Kindergarten: Just like breakfast, scholars in PreK and Kindergarten are served lunch in their classrooms. Children may bring lunch from home, or order lunch. The lunch cart is delivered to the classrooms. Teaching staff must ensure that all tables being utilized for lunch are cleaned and sanitized.

Grades 1-5: Scholars in first through fifth grade will eat lunch in the cafeteria. They have the option of ordering a school lunch or bringing lunch from home.

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

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 and 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. **Please refrain from bringing any food or party items (balloons, favors, etc.) to school.** If invitations to out-of-school birthday parties come to school for distribution, please be sure that *all* scholars receive invitations.

FOOD ALLERGIES

Management Plan and Guidelines for scholars with Food Allergies and/or Glycogen Storage Disease (Diabetes):

Goodwin University Magnet School System understands that food allergies and glycogen storage disease may be life threatening. The purpose of this policy is to minimize the risk of

accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. Goodwin University Magnet School System is also committed to appropriately managing and supporting scholars with glycogen storage disease. In accordance with applicable law, it is the policy of Goodwin University Magnet School System to provide all scholars, through necessary accommodations where required, the maximum opportunity to participate in all school programs and activities. Goodwin University Magnet School System further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and strongly encourages strategies to enable the scholar to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, Goodwin University Magnet School System will adopt guidelines related to the management of life threatening food allergies and glycogen storage disease for scholars enrolled in Goodwin schools. All schools are also responsible for developing and implementing IHCPs for scholars with life threatening food-allergies and/or glycogen storage disease in accordance with applicable law and Goodwin University Magnet School System regulations concerning the same. Goodwin University Magnet School System shall develop general guidelines for food allergy management and/or glycogen storage disease which shall include, but not be limited to, the implementation and training of a scholar's Individual Health Care Plan ("IHCP").

CHILD ABUSE AND NEGLECT

Consistent with the requirements of state law, Section 17a-10li(e), it shall be the policy of Goodwin University Magnet School System 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.

- All staff members of Goodwin University Magnet School System, 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

CLASS PLACEMENT

Every effort will be made to place scholars with teachers where a positive scholar-teacher relationship will be established. Parents will have an opportunity to provide information relative to placement. The final decision for placement rests with the principal or his/her designee.

CONDUCT

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.

Riverside Magnet School's school-wide expectations are:

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

Riverside Motto

*At 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.*

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.

DISCIPLINE

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

"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.
- 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 instruction.
- Communicate with adults who respect their collective and individual needs; each disciplinary situation must be considered individually and systematically.

DISCIPLINE TENETS

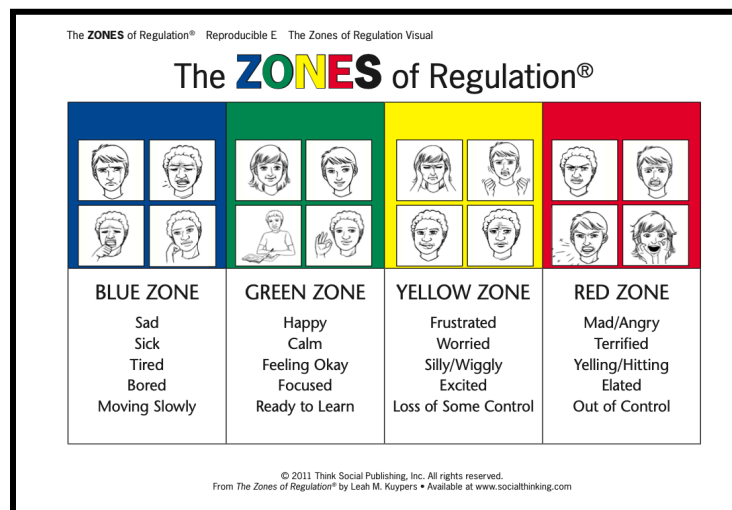
- Proactive Discipline - Rules/expectations are guidelines for behavior that allow for all - both children and adults - to learn and to realize their hopes and dreams for the school year. Rules/expectations are generated for safety and organization as well as to provide standard expectations and responsibilities.
- Supporting Rules/Expectations: Adults support rules/expectations both by paying attention to and recognizing positive behaviors and redirecting negative behaviors.
 - *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. They are asked to remember the rules/expectations themselves and to act accordingly. An example of a reminding statement is, "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 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.

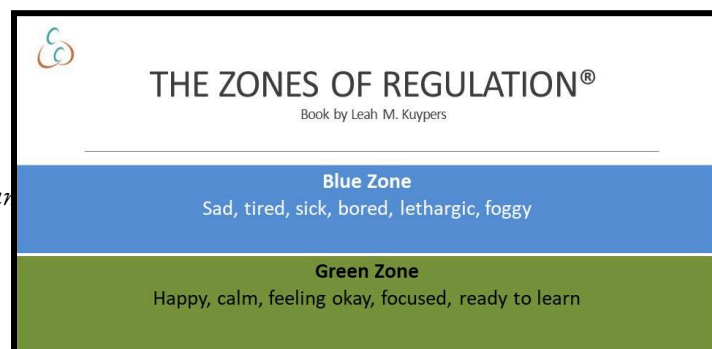
- The *3 R's of logical consequences* guide the establishment of consequences to disciplinary situations:
 - Respectful
 - Relevant (related to offense)
 - Realistic (reasonable)
- Examples of logical consequences, are:
 - You break it, you fix it
 - Abuse a privilege, lose a privilege
- Other strategies that are utilized when rules and logical consequences are in place:
 - Time out of the classroom to reset
 - Individual behavior contract
 - Restorative conversation to repair harm that was done
 - Class meeting - problem solving for a large group.

“The **Zones of Regulation** are broken down into blue, green, yellow, and red with each color corresponding to a sense of alertness and a state of being. There are no ‘good’ or ‘bad’ zones, and all zones are important-it is never about preventing feelings but how to manage them.”
(quoted from *Nurtured Heart Curriculum*)

PreK to Grade 2 Visual



Grade 3 to Grade 5 Visual



BUS CONDUCT

School transportation privileges are extended to scholars conditional upon their satisfactory behavior on the bus. Scholars may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a policy or administrative regulation.

DANGEROUS WEAPONS AND INSTRUMENTS

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action. Any scholar found to possess a weapon on school grounds or during a school-activity will be expelled from school.

EXPULSION

Exclusion from school (removal, suspension or expulsion) may be a necessary disciplinary action for any pupil whose conduct endangers persons or property, seriously disrupts the educational process, or violates publicized school policy or school rules. The policy on exclusion shall apply to all schools, school transportation, programs, and activities under Goodwin Magnet System's jurisdiction.

Scholars in grades kindergarten through grade 12 inclusive are subject to expulsion for the possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school sponsored activity for a calendar year. A scholar in grades kindergarten through grade 12 inclusive, who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year. Whenever a scholar is expelled, notice of the expulsion and the conduct for which the scholar was expelled will be included on their cumulative education record. The record will be expunged if the scholar graduates from high school and the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

SUSPENSION

A teacher may remove a scholar from a class when the scholar deliberately causes serious disruption of the teaching and learning process within the classroom. School administrators will determine, using state guidelines, whether the suspension will be in-school or out-of-school. The administration may suspend a scholar for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, and no more than five (5) consecutive days for scholars in grades PreKindergarten to second grade. Such exclusion shall not extend beyond the end of the school year in which suspension was imposed.

OUT OF SCHOOL MISCONDUCT

Scholars are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off-school property and during non-school time.

Examples of off-school conduct that may result in such discipline include but are not limited to:

1. Sale, possession, use, or distribution of dangerous weapons, including martial arts weapons;
2. Use, possession, or distribution of illegal drugs;
3. Violent conduct;
4. Making of a bomb threat;
5. Threatening to harm or kill another scholar or member of the staff; where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

DRESS CODE

Goodwin University Magnet School System's uniform is focused on creating a learning environment for all scholars. Riverside Magnet School's uniforms promote a greater sense of community, school pride and respect among scholars. Acceptance of admission to RMS implies agreement to abide by our school's dress code.

- The RMS logo IS NOT REQUIRED in the elementary grades. The dress code for RMS requires scholars to wear school approved shirts, pants, and shoes. The uniform policy outlined below is mandatory for all scholars in grades K-5 and optional for Pre-K scholars.

Polo shirts, sweaters, fleeces, sweatshirts:

- Must be solid royal blue or navy
- Sweaters, sweatshirts and fleeces must be solid colored in royal blue or navy

Shorts/Pants/Capris/Skirts/Jumpers:

- Must be solid colored in khaki

Expectations:

- Clothing must be free from rips or holes.

- Must be worn at the waist
- Shorts and skirts must fall within 6 inches of the scholar's knee.

Not Allowed:

- Hoods on heads
- Tank tops, tube tops, crop tops
- Jeans, leggings, jeggings, sweatpants, workout/athletic wear, or anything made with athletic or stretch material
- Camouflage or other patterns are not acceptable
- Sleepwear - no pajamas, do-rags, bonnets, hair scarfs, blankets

Footwear:

All shoes must have soles. Slippers, rubber flip-flops, and slides are not allowed. While closed toed shoes are not a necessary part of the daily dress code, due to the nature of our academic programming scholars may be required to wear shoes that are closed toed and closed heel for some classes in the science labs as determined by the teacher. Sneakers are required for Physical Education classes.

DRESS FOR 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. When outdoor opportunities for large-motor activities are not possible due to heat/cold conditions, teachers will provide similar activities indoors.

APPROPRIATE SEASONAL GUIDELINES:

Fall – light jacket or sweatshirt

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

Spring – light jacket or sweatshirt, rain boots

Sweater for air conditioning

DEFIBRILLATORS IN SCHOOLS (AED'S)/SUDDEN CARDIAC ARREST

In achieving a safe environment, automatic external defibrillators (AEDs) may be placed in school facilities. The automatic external defibrillators shall be used in emergency situations when sudden cardiac arrest occurs by individuals specifically trained in the application of the device. Such training shall be in accordance with the standards set forth by the American Red Cross or the American Heart Association. Only individuals who have completed the required initial training and recurrent training as specified by state law and regulations and as advised by the District's Medical Advisor will administer the device. scholars who inappropriately access and/or use an AED will be deemed to have violated the school's conduct code and subject to disciplinary action. Calling 9-1-1 must not be delayed because of use or anticipated use of an AED. Teachers and other school personnel, who have fulfilled the training requirements of this policy, providing emergency first aid involving the use of an AED shall be immune from liability if they meet the statutory requirements for immunity, which include a course in first aid

that includes CPR and training in the use of AEDs provided in accordance with the standards of the American Red Cross or the American Heart Association.

EMERGENCY PREPAREDNESS/SCHOOL SAFETY

Riverside Magnet School is committed to the safety and security of scholars, faculty, staff, contractors and visitors on its campus. In order to support that commitment, the School System has conducted an all-hazards review of its schools' emergency prevention, protection, mitigation, response and recovery procedures relevant to natural and human caused disasters. We recognize the need to commit the appropriate municipal resources to ongoing training, exercises, and maintenance required in order to keep the Plan current. Furthermore, clear communication between school and emergency management officials along with ongoing monitoring of emergency management practices and advisories is essential. 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.

Scholar safety shall be a priority of all school personnel through close supervision of scholars in all school buildings and grounds and through special attention to:

1. Maintaining a safe school environment.
2. Observation of safe practices on the part of school personnel and scholars, particularly in those areas of instruction or extracurricular activities which offer special hazards.
3. Development of school programs and activities consistent with appropriate abilities and limitations of scholars at each age level.
4. Offering safety education to scholars relevant to particular subjects, such as laboratory courses in science, industrial arts, and health and physical education.
5. Providing, through the services of the school nurse, first aid care for scholars in case of accident or sudden illness.
6. Adequacy of emergency response procedures at each school in the district.

FIRE SAFETY/EVACUATION DRILLS

Scholars will have the opportunity to practice fire safety/evacuation drills once per month.. 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. Such crisis response drills will incorporate the basic protocols of lockdown, evacuation, and shelter-in-place responses. Scholars are expected to follow the direction of teachers or others in charge quickly, quietly and in an orderly manner.

EQUAL OPPORTUNITY and NON-DISCRIMINATION

Each scholar is encouraged to develop and achieve individual educational goals. The district will provide every scholar with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No scholar will be excluded on such a basis from participating in or having access to any course offerings, scholar athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law. Goodwin University Magnet School System has a designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

EQUITY AND DIVERSITY

Scholars deserve a respectful learning environment in which their cultural, racial, and ethnic diversity is valued and contributes to successful academic outcomes. The school learning and work environment is enriched and improved by the contributions, perspectives, and the very presence of diverse participants. As a district, we will maintain our focus in three main areas this coming school year - Curriculum & Instruction, Diversity, Equity, Inclusion & Belonging (DEIB), and Social & Emotional Learning (SEL). Professional development for staff will be provided throughout the year to assist in our efforts to meet the ever changing needs of our scholars and families. As the year progresses, each level will offer family activities highlighting this work. We know your involvement and support is essential in the success of all we do.

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any scholar whose behavior is considered detrimental to the well-being of other scholars may be barred from participation by the principal. While on a trip, all scholars are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity. All transportation of scholars is to be on buses or other transportation vehicles which conform to the requirements of law and regulations of the State Department of Education.

The following are guidelines for planning field trips which are part of and directly related to classroom learning activities:

1. All field trips planned to occur must be approved by the Program Director.
2. Any such approvals shall be reported to the Board of Directors prior to trips.
3. scholars may be asked to pay all or part of the expenses of field trips.
4. Bus transportation may be used when arrangements can be made. Use of private vehicles is discouraged. Goodwin University realizes that, on limited occasions, it may be more cost effective, appropriate and/or responsive for school employees to transport small numbers of scholars in private automobiles or by foot.
5. Each scholar on a field trip shall have written parental permission.
6. Parents or other adults may serve as chaperons.
7. Each trip should be evaluated by scholars, teachers, and the administration.

8. No child shall be excluded from a field trip because of inability to pay.

FINANCIAL ASSISTANCE

Scholars will not be denied the opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any scholar who needs financial assistance for school activities should contact Casey Guiheen, our Family and Community Outreach & Engagement Coordinator at Cguiheen@goodwinmagnetsystem.org to request confidential help.

GREEN CLEANING PROGRAMS

A green cleaning program to clean and maintain the school will be implemented by July 1, 2011. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment.

HEALTH CENTER

Nurse Phone: 860-709-6812

Nurse Fax: (860) 263-7839

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

COMMUNICABLE/INFECTIOUS DISEASES

Where it can be medically established that a scholar suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others due to the nature of the disease or personal characteristics of the scholar carrier, it may be appropriate to exclude the scholar from the regular classroom. The determination of exclusion of any scholar will be made on a case by case basis with the appropriate procedural due process safeguards. Where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission exclusion is not warranted.

DISABILITIES

The district will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision.

EMERGENCY MEDICAL TREATMENT

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency. The school is responsible for the immediate care given to a scholar whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities. If the child's injury requires immediate care, the parent or guardian will be called by telephone and advised of the scholar's condition. If parents or guardians cannot be reached and immediate medical or dental attention is indicated, the

family physician/dentist or Medical Advisor cannot be reached, the scholar will be transported to a nearby hospital of the emergency service provider's choice.

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.

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 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.***

HEALTH RECORDS

School nurses maintain health records using the Connecticut "Health Assessment and Record Form." These records are accessible to certified staff working with the child and to school health aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent when a scholar transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the scholar graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPPA) to maintain the privacy of protected health information.

ILLNESS

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.

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.

MEDICATION ADMINISTRATION

- 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 and parents may bring the signed form and any medication to the nurse. 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. 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).
- In cases in which a scholar is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the scholar is capable of administering the medication. The statement must be accompanied by a physician's, dentist's or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.
- A scholar with asthma or an allergic condition may carry an inhaler or an EpiPen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or EpiPen at all times to ensure prompt

treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

- A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to scholars who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.
- A school nurse, or in the absence of the nurse, a "qualified/school employee" may administer anti-epileptic medication to a specific scholar with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the scholar's individual seizure action plan. Written parental permission and written order from a physician is required.
- A scholar with diabetes may test his/her own blood glucose levels if the scholar has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.
- A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a scholar with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physician are required.
- School bus drivers are trained to administer epinephrine in a life-threatening anaphylactic reaction to a scholar who is in need of emergency care due to a medically diagnosed allergic reaction.
- The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

PHYSICAL EXAMINATIONS

All scholars must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a) 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. 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.



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

HOMELESS SCHOLARS

Children who meet the Federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other scholars of the District and will not be stigmatized or segregated on the basis of status as homeless. No homeless scholar will be denied enrollment based on lack of proof of residency or lack of documentation of required immunization. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children. Homeless scholars will be provided services comparable to other scholars in the District in compliance with Federal and Connecticut state laws. The Superintendent/Executive Director will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent/Executive Director. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

HOMEWORK

The purpose of homework is to help scholars become self-directed, independent learners and is related to the educational progress of the scholar. It serves to help all scholars reach their instructional goals. Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the scholar's work in school.

Homework assignments should:

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

ITEMS NOT PERMITTED IN SCHOOL

In order to ensure scholar safety and the protection of personal property, parents/guardians are encouraged to closely monitor those items that are brought or worn to school by scholars. Parents and scholars should be aware that bringing toys and other valuable items to school increases the risk that the item could be lost or stolen.

THE FOLLOWING ITEMS ARE SPECIFICALLY PROHIBITED ON SCHOOL GROUNDS PER DISTRICT POLICIES:

Weapons - including martial arts (real or fake), knives, razor blades, sharp items, skate boards, roller skates, roller blades, sneakers with wheels, baseball bats, lacrosse sticks, matches, caps, fireworks, laser pointers and portable game systems.

LASER POINTERS

scholars are not permitted to possess or use laser pointers while on school property, while using school transportation, or while attending school-sponsored or school-related activities, whether on or off school property unless under a staff member's supervision and in the context of instruction. Laser pointers will be confiscated and scholars will be disciplined.

ELECTRONIC DEVICES

- Scholars who 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.
- 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.
- **Cell phones of third, fourth and fifth graders are collected each day.** By collecting all cell phones of fourth and fifth grade scholars each day, we are protecting the physical and emotional safety of all scholars, while also minimizing distractions during the school day.
 - All third, fourth and fifth grade classrooms have individual spaces where devices will be stored for the duration of the school day.
 - The classroom teacher collects the phones and puts them in the box.
 - A "phone crew" collects all of the boxes with an educator and brings them to the office.
 - The boxes are stored in the main office all day where they are easily accessible to the office manager if a scholar goes home early.

Scholars are provided school-sanctioned laptops. The school-sanctioned laptops are the only devices scholars are permitted to use during the school day. Scholars who are using cell phones, SMART watches, headphones (non-school sanctioned) or any other non-sanctioned electronic device will be provided the following consequences:

- 1st offense (logged by administration) The device will be turned into the main office, specifically to an administrator daily for a week. Parent/guardian will be informed.
- 2nd offense (logged by administration) The device will be turned into the main office, specifically to an administrator daily for the remainder of the marking period. Parent/guardian will be informed.
- 3rd offense (logged by administration) The device will be turned into the main office, specifically to an administrator, daily for the remainder of the school year. Parent/guardian will be informed.

RECORDING OF CLASSROOM ACTIVITIES

Riverside Magnet School prohibits the recording of individuals by other scholars. The recording of teachers or scholars in class is inherently disruptive to the educational process. Scholars violating this district policy will be subject to discipline and confiscation of the electronic device.

LOST AND FOUND

Whenever practical, items brought to school should have a name placed on them to assure return to the rightful owner. Please label all items belonging to your child: clothing, boots, sneakers, lunch boxes, backpacks, eyeglasses. Lost articles are turned into the office. Unclaimed articles will be donated to a local charity.

LIBRARY/MEDIA CENTER

Scholars are invited to use the books, magazines, newspapers, videos, CD's and other materials, including computers, located in the library/media center. scholars are responsible for any material they sign out. Materials must be returned to the library/media specialist.

MIGRANT scholars

The district has a program to address the needs of migrant scholars. A full range of services will be provided to migrant scholars, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant scholars will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Federal legislation requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child. Parents also have the right to inspect all NAEP data, questions and assessment instruments.

PANDEMIC/EPIDEMIC EMERGENCIES

A pandemic/epidemic outbreak is a serious threat that affects scholars, staff and the entire community. At all times, the health, safety and welfare of scholars will be of primary concern. CDC, Connecticut Department of Public Health and State Department of Education guidelines will be followed during an epidemic/pandemic. Such guidelines will address potential school closures, quarantine, infection control, use of PPEs, social distancing, cleaning and disinfection of school facilities and the manner in which instruction will be provided.

PARENT INVOLVEMENT/HOME-SCHOOL COMMUNICATION

Goodwin University Magnet School System develops and fosters school - family - community partnerships as a critical aspect in programming for scholars. The district recognizes that education is a shared responsibility throughout a scholar's entire educational career. Goodwin University Magnet School System recognizes that it must do its part in developing and sustaining effective partnerships.

Each member of the school - family - community partnership plays a unique and important role in contributing to success for all scholars.

With Reggio Emilia, parents are integrated into their child's learning on a daily basis, much more than any other alternative elementary education style like Montessori or Waldorf. At Riverside Magnet School, there are various opportunities for family involvement and community building.

Our guiding principles clearly define the roles of all partners in a Reggio Emilia education: children, parents, teachers and the environment. Here, children are seen as protagonists, collaborators and communicators. Teachers take on roles as nurturers, guides, and researchers. Parents are partners. The environment is the "third teacher," and documentation is the communication method by which adults and children understand one's progress.

This total community effort to support the children relies on cooperation, and is a big reason why integrating parents is so important at Riverside Magnet School and within the Reggio Emilia approach. Parents, after all, provide the ultimate welfare of scholars, and are therefore granted total respect by Reggio Emilia instructors as the child's first teacher. Reggio Emilia parent involvement also bridges the gap between school and home, and is key in encouraging well-rounded learning and positive child development. With so many interactive opportunities for parents, Riverside Magnet School offers ample advice in how to embrace Reggio Emilia in all aspects of family life.

Reggio-inspired home environments can be creative art-making centers and reading corners, material-based exploration, and cozy and calming tents that are simple and fun to build and enjoy with your little ones. As Loris Malaguzzi, the founder of the Reggio Emilia technique, said, "Space has to be a sort of aquarium that mirrors the ideas, values, attitudes, and culture of the people who live within it." To support your child's Reggio Emilia education, try thinking about your entire home environment as a space for learning!

PARENT/TEACHER CONFERENCES

Parents/Teacher conferences will be held twice during the academic school year, in November and March. Parents are encouraged to become partners in their child's educational successes. Conferences are held during school hours; however, every effort will be made to accommodate parent schedules.

SEESAW UPDATE

In the past we have used Seesaw as a portfolio app and website that our scholars and staff used to document and record scholar learning, growth and collaboration. Starting in the 2025-26 school year, Seesaw will no longer be used as we are moving to another very similar parent communication platform called ParentSquare. More information will be provided to families as it becomes available.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years.

PHYSICAL ACTIVITY

The Program Director or his/her designee shall adopt and implement a comprehensive health and fitness curriculum consistent with the curriculum frameworks of the Connecticut Department of Education. The curriculum of Goodwin University Magnet School System programs will provide opportunities for developmentally appropriate instruction for grades PreK-12. Suitable adapted physical education classes shall be included in the Individual Education Plans for scholars with chronic health problems, other disabling conditions, or other special needs which preclude such scholar's participation in regular physical education instruction or activities. Scholars at the elementary level should have the opportunity to participate in daily recess and physical activity. Goodwin University Magnet School System programs shall provide daily recess period(s) for elementary school scholars featuring time for structured and unstructured, but supervised active play.

PLEDGE OF ALLEGIANCE

Time should be provided each school day for scholars to recite the Pledge of Allegiance. Such recitation is voluntary.

RELIGION AND RELIGIOUS ACCOMMODATIONS

The school district acknowledges each individual's rights to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behavior. The District strives to provide religious accommodations to scholars in an equitable and appropriate way in accordance with District policies and corresponding guidelines.

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

REPORT CARDS

Report cards are issued to scholars three times a year (November, March and June).

RIVERSIDE COMMUNITY COUNCIL/PARENT ORGANIZATION (RCC)

The purpose of the Riverside Community Council (RCC) is 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:

- 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 University and the broader local community
- Advocate for RMS to incorporate a Reggio Emilia-inspired model and its core values.

<https://www.riversidemagnetschool.org/families/riverside-community-council-rcc>

SCHOOL CEREMONIES AND OBSERVANCES

Riverside Magnet School recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the scholars. Therefore, activities in schools commemorating national holidays such as, but not limited to, Martin Luther King Day, Veterans Day, Memorial Day, Thanksgiving and Presidents Day are encouraged.

SCHOOL CLOSURE IN AN EMERGENCY SITUATION

In the event of the need to close schools for an extended period of time, as a result of a directive from the Governor's office and/or the federal government, the District will implement a program of instruction using computers and distance learning. Transportation to schools and school after-school activities will not be available. In addition, scholars receiving free breakfast and/or lunch programs will continue to receive them. Pickup points or a means of delivery will be announced via our emergency notification system and through information posted on district and school websites. In an extended period of school closure and cancellation of classes, many other items of importance will be brought to the attention of scholars and parents electronically and mainly through links provided on district and school websites.

SCHOOL GOVERNANCE COUNCIL

This committee will help us collaborate with families to ensure that we continue to meet the needs of scholars. With staff and families partnering together, there is greater likelihood for success and sustainability. We look forward to listening to your ideas and those of our scholars as well. Please consider joining us in this work.

SEARCH AND SEIZURE

Desks and school lockers/cubbies are the property of the school. The right to inspect desks and lockers/cubbies assigned to scholars may be exercised by school officials to safeguard scholars, their property and school property with reasonable care for the privacy rights of scholars. The exercise of the right to inspect also requires protection of each scholar's personal privacy and protection from coercion. An authorized school administrator may search a scholar's locker or desk under two (2) conditions.

1. The scholar's desk or locker contains illegal items, which if present, would pose a serious threat to the maintenance of discipline, order, safety and health in the school. Such items would include, but not be limited to, chemicals, ammunition, weapons, drugs, and alcoholic beverages.
2. The scholar(s) have been informed in advance that Board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of scholars and the school are contained therein.

District officials may seize any item which the possession of or use of is evidence of a violation of law, Board policy, administrative regulation or school rule, or is prohibited by such law, policy, regulation or rule.

SECLUSION/RESTRAINT/USE OF EXCLUSIONARY TIME OUT

It is important to maintain an orderly, safe environment that is conducive to learning is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of scholars and seclusion of scholars, staff members will have the full support of Goodwin University Magnet School System's Governing Board in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a scholar in seclusion as an emergency intervention to protect a scholar from harming himself/herself or to protect a scholar from imminent harm to himself/herself or others.

CONDITIONS PERTAINING TO USE OF PHYSICAL RESTRAINT/SECLUSION

- A. School employees shall not use a life-threatening physical restraint on a scholar.
- B. If any instance of physical restraint or seclusion of a scholar exceeds ten minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the scholar or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the scholar or to others.

C. No scholar shall be placed in seclusion unless:

- i. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the scholar or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
- ii. Such scholars are continually monitored by a school employee during the period of such scholar's seclusion. Any scholar voluntarily or involuntarily placed in seclusion or restraint shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the scholar's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
- iii. Any room used for seclusion must:
 1. Be equipped with a window or other fixture allowing the scholar a clear line of sight beyond the area of seclusion;
 2. Be of a size appropriate to the chronological and developmental age, size and behavior of the scholar;
 3. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which it is located;
 4. Be equipped with heating, cooling, ventilation and lighting systems that are comparable to the other rooms in the building in which it is located;
 5. Be free of any object that poses a danger to the scholar who is being placed in the room;
 6. Conform to applicable building code requirements. If the door(s) of a room used for seclusion are to be locked, latched, or otherwise secured, a modification from the State Fire Marshal's office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, shall be a device that shall be readily released by staff as soon as possible, but in no case longer than within two minutes of the onset of an emergency; and must be connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded.

An emergency includes, but is not limited to:

- a. The need to provide direct and immediate medical attention to the scholar;
- b. Fire;
- c. The need to remove the scholar to a safe location during a building lockdown;
- d. Other critical situations that may require immediate removal of the scholar from seclusion to a safe location

D. Seclusion shall not be used as a planned intervention in a scholar's behavioral intervention plan, individualized program or Section 504 plan.

The parent/guardian of a scholar who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the scholar is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.

School employees shall not use physical restraint on a scholar or place a scholar in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.

Crisis Intervention Teams: The Crisis Intervention Team shall consist of school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion. Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a scholar or to others. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. Goodwin University Magnet School System shall maintain a list of the crisis intervention team for each school.

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

scholars in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches scholars age-appropriate techniques to recognize child sexual abuse and how to report it. The program used to teach this content is *Second Step: Child Protection Unit*. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

SEXUAL HARASSMENT

It is the policy of the Goodwin University Magnet School System Board of Education (the "Board") for the Goodwin University Magnet School System (the "District") that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by scholars, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") and Connecticut law not to discriminate in such a manner. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. scholars, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of scholars, employees and third parties. Any student or employee who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

SMOKING

Scholars shall not possess nor smoke or use tobacco products or e-cigarettes or vapor product devices on all school property both inside and outside, or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

SOCIAL AND EMOTIONAL LEARNING

Riverside Magnet School believes children's social and emotional development are essential foundations to school readiness and academic success. Therefore, our educational program includes social and emotional learning and development to support the learning of skills needed to prepare scholars for careers, college and life. As a district, we will maintain our focus in three main areas this coming school year - Curriculum & Instruction, Diversity, Equity, Inclusion & Belonging (DEIB), and Social & Emotional Learning (SEL). Professional development for staff will be provided throughout the year to assist in our efforts to meet the ever changing needs of our scholars and families. As the year progresses, each level will offer family activities highlighting this work. We know your involvement and support is essential in the success of all we do.

SPECIAL PROGRAMS

The district provides special programs such as:

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 varying kinds and degrees of support. RMS provides more individualized instruction for children who need additional 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](#).

If you have any additional questions about our SRBI process, please contact Jennifer Sullivan at JSullivan@goodwinmagnetsystem.org.

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

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") (collectively, "Section 504/ADA") prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. Section 504 of the

Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities. Scholars with disabilities, pursuant to Section 504 and/or ADA will be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplemented verbal instructions with visual instructions; adjusting class schedules, modifying test delivery; computer-assisted instructions; using modified textbooks and tailoring homework assignments. Any eligible person, including any scholar, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator, Sarah Burke at SBurke@goodwinmagnetsystem.org, within 30 days of the alleged occurrence.

SPECIAL EDUCATION / PLANNING AND PLACEMENT TEAMS

Goodwin University Magnet School System adheres to all State and Federal laws and regulations relating to special education and Section 504 programs and services. For scholars attending Goodwin Magnet schools and requiring special education services the sending school district must hold the Planning and Placement Team (PPT) meetings, and must invite representatives from the Goodwin-supported school to participate. For scholars who attend Goodwin-supported schools on a full-time basis, such schools shall be responsible for ensuring that the scholars receive the services mandated by their Individualized Education Programs (IEPs) or Section 504 Plans, whether such services are provided by the Goodwin-supported school or by the sending school district. Sending school districts must pay Goodwin's magnet schools for scholars requiring special education or having a Section 504 Plan, as provided in Section 10-264l(h) of the Connecticut General Statutes. Goodwin magnet schools are responsible for providing early intervention services potentially leading to a referral for special education evaluation.

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. Parents are valued partners in this process and are encouraged to attend all meetings and participate fully in the development and implementation of the scholar's 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.
- A child who receives services must be reevaluated at least every three years. This is often called a triennial. The purpose is to determine if the child continues to be eligible for services.

A complete list of Special Education Resources can be found using the link below :

[Connecticut State Department of Education: Special Education](#)

MULTILINGUAL LEARNERS (FORMERLY ENGLISH LANGUAGE LEARNERS)

- In order to determine a child's eligibility for ESL or bilingual programs, parents/guardians of all new scholars enrolling for the first term and all re-enrolling scholars who have not previously attended public school in Connecticut must complete a Home Language Survey. 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.

HOMEBOUND

Home instruction is available to scholars who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or the Planning and Placement Team. Home instruction may also be provided for those scholars who have been excluded from regular school attendance for disciplinary reasons.

STUDENT COMPLAINTS/GRIEVANCES: DUE PROCESS

A scholar or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested. If the outcome of this conference is not satisfactory, the scholar or parent may appear before the Board, in accordance with Board policy.

STUDENT DATA PRIVACY

Connecticut legislation, PA 16-189, (C.G.S. 10-234bb (a)) An Act Concerning Student Data Privacy, as amended by PA 17-200 and PA 18-125, restricts how scholar information may be used by (1) entities that contract to provide educational software and electronic storage of scholar records ("contractors") and (2) operators of websites, online services or mobile applications (i.e., apps). Not later than five (5) business days after executing a contract with such contractors, the contract will be posted on the District's website. The notice will include a brief description of the content and the purpose of the contract and will state what scholar information, scholar records or scholar-generated content may be collected as a result of the contract. Student information will be deleted by operators of websites, online services, or mobile apps upon scholar, parent, guardian or board of education request. Such operators may not create scholar profiles for use in targeted advertising and for purposes unrelated to school. Parents and scholars will be notified of data breaches. scholars and parents/guardians will be

notified not later than two business days upon notice of a breach of security by a contractor to the Board.

STUDENT RECORDS

Goodwin University Magnet School System provides special education and regular education services to local education agencies (LEA's) in accordance with Sections 10-66a through 10-66n of the Connecticut General Statutes as may be amended from time to time. Educational records will be kept for each scholar and will reflect the physical, emotional, social and academic aspects of a scholar's development in the educational process. Goodwin University Magnet School System complies with the state and federal regulations regarding confidentiality, access to and amendment of education records and will maintain records and provide for the filing, protection, confidentiality, classification, review, and, when appropriate, destruction of all records received and generated in connection with a scholar's attendance in a Goodwin program. It is the policy of the Goodwin University Magnet School System Board of Directors that staff will comply with all applicable laws and regulations regarding confidentiality and access to all scholars' records. Procedures shall be implemented to ensure strict confidentiality of scholar records while providing proper parental and/or scholar access to records. Availability of these policies and procedures shall be made known annually to all parents/guardians of children within the district.

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. We offer a before care option from 7:00-8:25 AM or a PM afternoon option from 3:15-5:45 PM M-Th and 12:25-4:15 PM on early Fridays. Families can opt to enroll their child in the program for only the AM or PM or a combination of AM, and PM. We also have a Friday Early Dismissal option from 12:25-4:15 PM. ***Enrollment depends on spaces available.***

If you have questions, you may contact Dianna Stewart, Studio Coordinator;
Dstewart@goodwinmagnetsysteml.org or 860-709-6204.

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

SUBSTITUTE TEACHERS

scholars are required to maintain high standards of behavior when being taught by a substitute teacher. Substitute teachers must be given the cooperation, courtesy and respect of all scholars. Misbehavior for a substitute teacher will result in teacher and office disciplinary action.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested, as to whether the child is provided service by paraprofessionals and their qualifications.

TESTING

All scholars in grades 3 through 5 inclusive shall annually take the Smarter Balanced Assessment, a statewide mastery examination in reading, language arts and mathematics. scholars in grades 5 shall annually take a statewide mastery examination in science. Special education scholars participate in mastery testing programs except in the rare case when participation in an alternate assessment is detrimental to the scholar's IEP. The mastery examination test is one of the measures to be used to determine if scholars have met the identified standards. All English learners are required to participate in all content areas of the state summative assessment.

TITLE I COMPARABILITY OF SERVICES

All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are provided in a manner to ensure equivalency among district schools.

TITLE I PARENT AND FAMILY ENGAGEMENT

The Goodwin University Magnet School System Board of Directors endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the "parent" also includes the guardian and other family members involved in supervising the child's schooling. Pursuant to federal law, Goodwin University Magnet School System will develop jointly with and distribute to parents of children participating in the Title I program a written parent involvement policy.

TRANSFERS AND WITHDRAWALS

Scholars withdrawing from school must notify the main office in advance of their last day. At that time, they will be given forms for their parents to complete. Included will be a formal written statement of withdrawal and release of records form.

VISITORS/VOLUNTEERS

- In order to ensure a safe and orderly school environment, all visitors/volunteers, 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.
- Volunteers other than parents or legal guardians must be pre-arranged by the parent 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).

As a volunteer in the classroom you are expected to maintain all children's confidentiality. Volunteers may not work alone with children and will be with regularly scheduled teaching staff at all times.

Thank you for taking the time to review our handbook and supporting us in our effort to make Riverside Magnet School a safe and welcoming place for everyone.