



Museum Academy Magnet School

A program of the Capitol Region Education Council

2026-2027

Student-Parent Handbook

Kindergarten - Grade 5

In compliance with regulations of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Civil Rights Act of 1987, and the Disabilities Act of 1991, CREC has policies to ensure equal education opportunities for all students. Students have the right to participate fully in classroom instruction regardless of age, gender, race, religion, national origin, color, disability, marital status or sexual orientation.

Commission on
Human Rights and Opportunities
21 Grand Street
Hartford, Connecticut 06106
Telephone:
(860) 541-3400
Toll Free (CT):
1-800-477-5737

Office for Civil Rights/Boston
Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110
Tel: (617) 289-0111
Fax: (617) 289-0150

CREC Museum Academy
11 Turkey Hill Road
Bloomfield, CT 06002
Office: 860-231-7800
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Assistant Principal: Barbara Perrone
Title IX Coordinator: Barbara Perrone
504 Coordinator: Charon Smalls

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Hartford, CT 06106
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Executive Director: Desi Nesmith
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CREC Museum Academy Magnet School Student Handbook 2026-2027

Welcome to Museum Academy! Our theme is "Every child is a masterpiece." We are excited to have you as part of our learning community. Our school is committed to providing a safe, respectful, and inclusive environment where every student has the opportunity to grow academically, socially, and emotionally. We believe in the power of collaboration among students, staff, and families to ensure each child's success.

We are committed to maintaining a safe school environment. All visitors must check in at the front office and wear a visitor badge while on campus. We utilize the Raptor system for visitor management. Emergency drills are conducted throughout the year to ensure students know what to do in the event of a fire, earthquake, or other emergency. We look forward to a wonderful school year and are here to support every student's journey. If you have any questions, please don't hesitate to contact our office.

We are so glad to have you as part of our Wildcat family. This handbook will help you and your family understand our school expectations and how we work together to make Museum Academy a safe, fun, and successful place to learn.

If you have any questions or concerns, please contact us at 860-231-7800 or via email at:

Shandra Scott-Brown (Principal) s.brown@crec.org

Barbara Perrone (Assistant Principal) bperrone@crec.org

We are all looking forward to an exciting year!

Sincerely,

Shandra L. Scott-Brown, Principal

Barbara A. Perrone, Assistant Principal



EQUAL OPPORTUNITY

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Sandy Cruz-Serrano is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

CREC Magnet Schools Diversity and Inclusion Statement

“Capitol Region Education Council (CREC) Magnet Schools is an intentionally diverse social justice organization whose members work to acknowledge, respect, and empathize with people of all different identifiers, such as race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion.

In accordance with CREC’s mission of equity, excellence, and success for all through high-quality educational services, our staff and students commit to participate in and support ongoing equity and inclusion programming through curricular and co-curricular offerings, professional learning, and local and national partnerships. Moreover, CREC Magnet Schools staff and students strive to understand and confront the symptoms and causes of systematic oppression—ranging from implicit biases to microaggressions to discriminatory policies, practices, and traditions—that benefit privileged groups. While at CREC Magnet Schools, staff and students commit to affirm and honor the lived experiences of others, to willingly challenge inherited beliefs and ideologies, and consequently learn, grow, and serve.

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

Mission, Vision, and Core Values

Mission

Museum Academy inspires curiosity, creativity, and academic excellence through museum-based learning experiences that prepare students to become lifelong learners, responsible citizens, and collaborative problem solvers.

Vision

Museum Academy strives to develop students who demonstrate intellectual curiosity, creativity, empathy, resilience, and leadership while engaging in meaningful learning experiences connected to museums, arts, sciences, history, and culture.

Core Values

Museum Academy believes every student deserves:

- A safe and welcoming school environment.
- High expectations supported by meaningful instruction.
- Respect for individual identities, cultures, languages, and perspectives.
- Opportunities to think critically and solve authentic problems.
- Access to equitable educational opportunities.
- Positive relationships with peers, families, educators, and community partners.
- Opportunities to demonstrate learning through creativity and innovation.

Portrait of a Museum Academy Learner

Museum Academy students develop the knowledge, skills, and dispositions needed for future success. Graduates are expected to be:

- Curious learners
- Critical thinkers
- Effective communicators
- Creative innovators
- Collaborative team members
- Responsible citizens
- Lifelong learners

Museum Academy recognizes that learning extends beyond classroom walls. Students are encouraged to engage with museums, cultural institutions, community organizations, and authentic learning experiences that strengthen academic achievement while fostering appreciation for diverse perspectives and cultures.

About Museum Academy

Museum Academy Magnet School is a public interdistrict magnet school operated by the Capitol Region Education Council (CREC). The school serves students in Prekindergarten through Grade 5 and provides an innovative educational experience centered on museum-based teaching and learning.

Museum Academy integrates Connecticut academic standards with inquiry, project-based learning, object-based learning, visual thinking strategies, and authentic museum experiences. Students investigate questions, analyze artifacts, conduct research, collaborate with peers, and present their learning through exhibitions and public presentations.

Through partnerships with museums, artists, scientists, historians, and community organizations, students develop skills that prepare them for success in middle school, high school, college, careers, and civic life.

Museum Academy is committed to providing:

- Rigorous academic instruction
- Safe and supportive learning environments
- Inclusive educational practices
- Equitable opportunities for every student
- Strong family partnerships
- Social and emotional development

Students are encouraged to become confident learners, effective communicators, thoughtful problem solvers, and responsible members of their communities.

MUSEUM MAGENT THEME

What is a museum?

Museums are places where collections, artifacts, performances and more are presented and put on display for people to view and learn.

What is a museum school?

Museum schools, just like museums, find a variety of ways to present and display student learning. Through exhibitions, museum learning methods, dance performances, and community programs, student learning is viewed, presented, and showcased for learning.

What is a museum themed magnet school?

A museum-themed magnet school is a public school that utilizes and integrates local museums that support the teaching of CT state science and social studies standards taught in quarters across the school year. This is accomplished in a variety of ways.

Museum school structure:

- Expeditions, grade-level visits to museums, nature centers, historic homes, and more throughout Connecticut, offering students immersive, hands-on learning experiences that bring the classroom learning of social studies and science to life.
- Outreach programs bring interactive, curriculum-aligned educational experiences directly to the classroom, providing hands-on learning in science and social studies from Pre-Kinder to fifth grade.
- Project-Based Learning (PBL) is a hands-on project-making process where students create a variety of artwork or artifacts that connect to their science or social studies content, providing a creative, hands-on way to learn.
- Exhibitions are organized displays of student learning through handmade projects or artifacts displayed in a museum gallery style.
- Student docents, or tour guides, present what they created, informing and teaching audiences about their exhibit.
- Partner programs feature tailored curriculum-aligned activities providing in-depth exploration and experience of science and social studies topics with local museums, nature centers, and relevant organizations.

Museum methods are seen when:

- Students walk through hallways that become gallery spaces covered in student-made art that is viewed but never touched.
- When viewed, exhibits are not crowded with students as they wait to get a closer look.
- The gallery, along with school display cases and classrooms, has individual displays for students to look at and learn from.
- Students engage in conversations about a piece of art in classrooms using a museum method.
- Public speaking is taught during morning messages, accelerated classes, and student docent training.
- Students learn about different museum jobs during morning messages and partner programming.

At a museum school, students are surrounded by art, engaging collections, museum methods, designed displays and presentations that they create and are a part of, but most importantly, they are surrounded by things they learn from.

STANDARDS:

Students at Museum Academy will:

- Actively engage and interact with various museums, cultural institutions, and performing arts
- Become “museum researchers” who utilize primary, secondary, and museum resources to understand the core curriculum and beyond
- Visually display work in a museum-like way that explicitly illustrates knowledge and skills, including writing for a museum audience
- Actively engage in Gold Standard Project-Based Learning (PBL) that demands critical thinking, collaboration, and communication
- Know and use evolving 21st century skills to support college and career readiness

MUSEUM PARTNERSHIPS

Unique to Museum Academy is the development of partnerships formed with local museums. These partnerships with local museums will continue to develop in order to create curricula that embed museum themes and units with district and state standards. These partnerships will provide our school with a solid foundation for using the School Museum Process as a learning model for our school and academic enhancement. The museum studies (or units) will develop into long-term projects culminating in the creation of student artifacts, student exhibits, and classroom displays.

At Museum Academy, grade levels will research and organize up to three exhibits per year that focus on themes reflecting curriculum requirements, thereby transforming the school into a museum. Student projects support and display our school's unique approach to student knowledge and understanding.

Museum Community Partnerships

- DeJave Dance Company
- Connecticut Museum of Culture and History
- Academy of Noise
- New Britain Museum of American Art

ADMISSION AND REGISTRATION

1. A lottery will be held in the spring by the Regional School Choice Office, <http://magneteducation.org>. Admission to Museum Academy is processed in accordance with RSCO application guidelines.
2. Preference will be given, but not guaranteed, to siblings of current students at Museum, provided the application is received before the application deadline. Current students are defined as students enrolled in the school during the same year in which the sibling is enrolled. Limitations based on class size will always take priority over sibling preference.
3. If there is a change in residency, the school's main office must be notified.
4. Registration Requirements
 - Two documents showing proof of residence, such as a utility bill and lease/mortgage;
 - Birth certificate or passport may be used for proof of birth (if the child is coming from outside the United States);
 - A copy of the child's most recent report card (if applicable);

ADMINISTRATION OF MEDICATION

Parents of students requiring medication during school should contact the school nurse, **Kameka Foster**, at kfoster@crec.org. Special forms are required to permit the administration of medicine in school; they are available from the school nurse. All CREC Magnet Schools follow the State Statutes, regulations, and guidelines established by the CT State Department of Education and the Department of Health regarding the carrying, use, and dispensing of medications. Students are allowed to carry EpiPens, inhalers, diabetic testing materials, and medication.

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

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

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

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

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

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

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

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

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

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

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

ANIMALS IN SCHOOL

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

Arrival and Dismissal Procedures

Museum Academy School is committed to ensuring a safe arrival and dismissal for each student. The following procedures have been established. We feel confident that parents will support our security measures as we strive to maintain the safest environment possible. The first few days of school will be a little stressful for your child due to all the excitement of meeting new friends and being in a new environment. We are aware that the transition back to school may be a little hard for some students, and wanted to reassure parents that their child’s teacher has been highly trained to support your child through the transition into the school environment. The sooner students bond with their peers and their teacher, the more successful they will be in school.

BUS and VAN ARRIVAL

Bus and or van students are unloaded between 8:35 am-8:50 am. Students using these modes of transportation will be directed into the school building.

CAR RIDERS ARRIVAL (Two options)

Students transported to school by car should arrive at school no earlier than 8:35 am. Families may drop off their children using the contactless valet service at the rear of the school. **Families are requested not to drop off their children in the school’s parking lot. This is not a safe area for children to exit and enter a vehicle unaccompanied by an adult.**

1. VALET SERVICE (Drop-off and Pick-up) REAR of the Building (Kindergarten-Fifth Grade Only)

Museum Academy is excited to offer families arrival and dismissal valet service. Valet offers an efficient, curbside drop-off and pick-up for our **Kindergarten through 5th grade students**. Museum Academy families will need to adhere to all Connecticut Child Passenger and Car Seat Safety Laws to use valet service. Important rules and expectations for vehicles entering the valet drop-off area: Valet drop-off is in effect in the morning from 8:35 a.m. to 8:50 a.m. Please adhere to the following rules and share them with childcare providers:

- Please watch your speed as you are entering the valet line.
- Pull as far forward as possible, keep the engine running, but place the car in park before students exit the car.
- Students must be ready to **exit on the right side with backpacks in hand**.
- Your child’s exit must be swift... cars are waiting behind you.

- Refrain from using your cell phone during drop-off.
- Staff will escort students to and from their vehicles.
- At any time, if your child is not ready or unwilling to exit the vehicle, you are to proceed to the parent drop-off located at the front of the building.
- Valet staff will not load students without proper adherence to all Connecticut Child Passenger and Car Seat Safety Laws. You are to proceed to the parent drop-off located at the front of the building.

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

2. PARENT PARK AND WALK-UP PROCEDURES

Museum Academy Families wanting to walk their students to the school courtyard and/or office should utilize this option:

- Parents must park in the parking lot or use the second loop. DO NOT BLOCK PARKED CARS
- Parents need to walk with their students in the parking lot and ensure that their student does not run into oncoming traffic.
- All pedestrians must cross at the designated crosswalk areas.

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. A request to review these plans may be made in the school office.

ASSEMBLIES

Assemblies are held throughout the year for various reasons. Students are expected to attend assemblies. Students who have religious reasons or refuse to take part in the program for other reasons will be supervised in another area.

Students are expected to act appropriately and abide by the following rules:

- Enter and exit quietly and quickly
- Be respectful and attentive
- Sit with your class and your teacher
- Show appreciation by applauding at the appropriate time and in an acceptable manner

ATTENDANCE

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

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

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the sending school district offices. A student must remain in school until age 18, unless he/she graduates or has written consent from a parent/guardian on the sending district-provided form to leave school at age 17.

EXCUSED ABSENCE

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

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials. (Doctor’s note, legal paperwork, death certificate,
Your child is considered truant if he/she has four or more unexcused absences in a month or ten unexcused absences in a year.
- B. Students receive an excused absence for the tenth absence and all absences thereafter, only when they are absent from school for the following reasons:
 - 1. Student illness (verified by a licensed medical professional), regardless of the length of the absence.
 - 2. Students' observance of a religious holiday.
 - 3. Death in the student’s family or other emergency beyond the control of the student’s family.
 - 4. Mandated court appearances (Documentation required).
 - 5. The lack of transportation that is normally provided by the district.
 - 6. Extraordinary educational opportunities pre-approved by the District administrator.

UNEXCUSED ABSENCES

A student’s absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. The absence meets the definition for an excused absence (see above)
- B. The absence meets the definition of a disciplinary absence

ATTENDANCE PROCEDURES

- School day **begins** at
 - 8:40 a.m. School doors will open at 8:35 am
- Any student arriving late is considered **tardy**
 - 8:50 a.m., all doors are closed, and students should report to the main office
- School **dismisses** at
 - **3:05 pm Preschool parent pick-up (full day schedule)**
 - 3:20 pm K-5 dismissal procedures start
- **Ten accumulated absences** may result in an attendance meeting with administration. The goal of the attendance meeting will be to create an action plan to support the student's regular attendance at school. The school social worker and school nurse may attend to support the creation of the plan. Additionally, another goal of this meeting is to work collaboratively with the family. If, however, the parent/guardian does not support the effort to address the attendance issue, the school may seek further support from outside agencies/resources.
- Parents/Guardians are required to contact the school secretary or nurse when students will be out for any reason. When students are absent from school, the school will attempt to reach the family as a safety precaution; however, this will not excuse the absence.

ATTENDANCE/TRUANCY

A student age five to eighteen** inclusive with four (4) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations.

BEHAVIORAL EXPECTATIONS, CONDUCT & DISCIPLINE

CREC Magnet Schools cultivate the mind, body, and heart of each student. We have a shared vision and coordinated plan for promoting, enhancing, and sustaining a positive school climate. Each member of the faculty and staff understands their individual role while applying a systematic approach to developing an environment that fosters optimal academic engagement and well-being for all students.

CREC Magnet School *parents and staff* work together to:

- Promote a positive and successful educational experience for every child
- Embrace diversity
- Ensure students are college and career-ready
- Foster self-confidence and self-discipline in our students
- Connect success in school to future successes in life
- Develop global awareness
- Guide students through conflicts, encourage them to restore trust, and rebuild relationships
- Value and support students through disciplinary issues

CREC Magnet School *students* will:

Demonstrate honor, respect, and responsibility in their actions and decisions
Embrace diversity
Develop self-confidence and self-discipline
Connect success in school to future successes in life
Develop global awareness

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration, and the excitement of knowledge. We believe that strong academics are positively linked with appropriate learning behaviors while students are in school. We expect school rules to be followed and will work in partnership with students and families should an issue arise.

BULLYING and Safe School Climate

Effective July 1, 2025, Public Act No. 19 – 166 defines bullying as:

New Definitions Related to Bullying

The new law makes several changes to terms related to bullying and school climate. Importantly, the new law redefines “bullying” as “unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.” The new law also establishes a new and related term, “challenging behavior,” defined as “behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.”

(A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district.

(B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) 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 characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or 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;

CYBER BULLYING

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

Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications; (3) "Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship; (4) "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted; (5) "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system; (6) "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate; (7) "Outside of the school setting" means at a location,

Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action. A copy of this school's safe school climate plan may be found at the school's main office. The complaint procedure is also posted on the District's website.

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

The Safe School Climate Specialist (Barbara Perrone, Assistant Principal) is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school. See forms at the end of the handbook to report bullying.

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

BREAKFAST AND LUNCH PROGRAM (Free Breakfast and Lunch)

The Bloomfield Public Schools Food Services Department is pleased to announce that the application to extend the USDA Meals Food Service program is through **2026-2027**.

This program will provide free breakfast and lunch to all Bloomfield students 18 years and younger, including all CREC Museum Academy students. Bloomfield Food Services will be providing free Breakfast/Lunch Programs for the 2026-2027 school year.

Breakfast

All students can participate in the breakfast program to start their day. This program ensures every student starts the day with a nutritious meal.

Lunch

Students may elect to bring their lunches from home or buy a school lunch. Lunches brought from home MAY NOT be heated in any microwave at school. Due to Food Safety Regulations, no outside food may be brought into the cafeteria except those packed AS A LUNCH FROM HOME.

Fast Food and Delivery Restrictions:

Parents may not bring in fast food to the school cafeteria during lunch. This includes McDonald's, Burger King, etc., at school. Carbonated drinks and glass containers are not allowed in the cafeteria or classroom.

Students are not permitted to receive food deliveries from any outside service, including Door Dash, Uber Eats, Grubhub, or similar delivery apps or companies, on school grounds.

BUS REGULATION

Children should be at the designated stop before the posted time, and they are expected to ride only on the bus to which they are regularly assigned and to get on and off at their regular bus stop.

If it becomes necessary to deviate from this route for emergency reasons, permission must be obtained from the school office.

The drivers are in charge of the bus and have a teacher's authority and responsibility over all children riding therein while traveling to and from school. They are required to enforce all rules and regulations adopted by school authorities for the conduct of all pupils transported.

The school administrator may suspend a child from transportation services for up to 10 days (see procedures and rules below for more information).

Bus Safety Expectations

Safety rules are strictly enforced on the buses. There is a set of consequences for times when students do not follow the bus rules. Please reinforce bus procedures with your child at home.

Waiting for the Bus

1. Arrive early enough at the bus stop to avoid running across the street to catch the bus.
2. Walk on the sidewalk or any safe area off the road.
3. Do not play with balls, toys, jump ropes, etc. at the bus stop.

Boarding the Bus

1. Wait until the bus comes to a complete stop before boarding.
2. Enter the bus in a single file line, without pushing or crowding.
3. Go directly to a seat and sit down immediately

While on the Bus

1. Listen and follow the driver's instructions at all times.
2. Act respectfully. Do not tease or taunt other children.
3. No fighting or pushing.
4. Stay seated while the bus is moving; no changing seats, kneeling, or facing backward.
5. Keep the aisles clear.
6. Talk quietly
7. Keep hands, arms, and heads inside the bus.
8. Never throw objects out the windows.
9. Do not eat or litter on the bus.

Leaving the Bus

1. Stand up only when the bus comes to a complete stop. Leave the bus in a single file line; without pushing or running.
2. Always cross the street in front of the bus. Walk far enough away that you can see the driver's face.
3. Always look both ways before crossing the street.

Consequences for not following the Bus Expectations

1. If your child does not follow the bus rules and expectations outlined above and has not listened to the driver's warnings to behave properly on the bus, the driver will issue a bus referral notice.
2. Please remember that riding the bus is a privilege.
3. Because students' misbehavior can endanger the safety of others on the bus, it is a natural consequence for the student to have this privilege taken away from them.

The following procedures are followed when a bus behavior referral is made to the principal:

1st Offense: Written warning to student and notification made to parents. The bus referral report must be returned to the principal upon arrival at school the following day. (Please note that the driver typically speaks to students several times about inappropriate behaviors before making a written report.)

2nd Offense Student may be relieved of the privilege to ride (1-5 days) pending a meeting/ between the student, parent, and administration.

3rd Offense Student will be relieved of privilege (up to 10 days) pending a meeting/ between the student, parent, and administration.

Serious misbehavior such as fighting, destruction of property, etc., may result in immediate loss of riding privilege, as well as a school bus suspension. Parents are responsible for transportation when the child has lost the privilege to ride the bus.

All rules of proper behavior are in full force at bus stops. All complaints concerning school transportation safety are to be made to the CREC Transportation Department. A written record of all complaints will be maintained, and an investigation of the allegations will take place.

CELL PHONES/VALUABLES

Parents and students should be aware that bringing valuable items to school increases the risk that the items could be lost or stolen. Upon entering the school building, all cell phones, i-Watches, and portable music devices must be powered off and kept locked during the school day. Using a cell phone or any electronic device may result in disciplinary action. Parents are encouraged to refrain from contacting, emailing, sending text messages, or otherwise reaching out to their child via electronic devices during the day and instead contact the school directly for urgent issues.

CREC Museum Academy does not assume responsibility for lost, stolen, or damaged student electronic devices. Students should leave valuable items at home. If a student is using a cell phone during the school day, the phone will be confiscated and the parent/guardian notified.

Yondr Pouch for cell phones

As a school, we agree that cell phones can be valuable tools for communication and learning; however, they can also be a source of distraction. Research also shows that excessive phone use during the school day can negatively affect academic performance and hinder students' ability to focus and engage with the material.

The Yondr Program utilizes a simple, secure pouch that stores a phone. Every student is expected to place their cellphone in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day. By implementing Yondr Pouches, we aim to create a more focused and productive learning environment where students can fully immerse themselves in their education without the temptation of distractions from their devices.

We believe that this initiative will not only benefit students academically but also help promote healthier screen-time habits and foster better interpersonal connections within our school community. We encourage you to support us in this endeavor by discussing the importance of not using the cellphone during the school day.

CELEBRATIONS

Birthday "parties" are not given in the classroom. All birthdays are recognized in each classroom during the day. **Please be reminded that we cannot hold birthday parties, distribute food, goodie bags containing food, or hand out party invitations.** Please be aware that not all religions recognize birthdays. It is our wish that all students and parents are sensitive and understanding of these circumstances. Thank you for respecting these guidelines.

CHEATING/PLAGIARISM (Academic Dishonesty)

Students are expected to pursue their schoolwork with integrity and honesty. Cheating and plagiarism demonstrate a lack of integrity and character. That is inconsistent with District goals and values. Any form of cheating and plagiarism is not acceptable. The misrepresentation by students of homework,

class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

CHILD ABUSE

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use.

Reporting of child abuse and neglect is a responsibility that is taken seriously. If there is any doubt about reporting suspected abuse or neglect, a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries that are not in keeping with the explanation given for their cause. Improper treatment, such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment, or neglect, is also considered child abuse.

CLASSROOM PLACEMENT

Classrooms must promote student success; therefore, staff carefully consider class placements. In forming classes, the staff considers balancing the classes with regard to numerous factors, which include, but are not limited to the following:

- Learning styles
- Teaching styles of teachers
- Potential peer conflicts
- Racial/ethnic balance
- Academic strengths and needs
- Language ability
- Ratio of boys and girls

We recognize that some parents have preferences for their child's placement. Please trust our staff to balance classes in the best interest of all students.

CLASSROOM VISITS

All visitors will be limited to the main office. Special permission may be granted with prior administrative approval. To ensure that the learning environment is not disturbed, visits must not exceed 30 minutes. The above excludes planned school-wide or grade-level events. For the safety of all students, we must know where parents are in the building at all times.

CHANGE OF ADDRESS: HOME OR WORK TELEPHONE PHONE

If you should move or change your telephone numbers (home, work or cell), please notify the school office immediately. It is important that parents keep their children's records up to date.

Confidentiality Policy

This confidentiality policy has been adopted to ensure confidentiality and protection of individual rights to privacy for children, families and employees of The Museum Academy. The individual dignity of children, families and employees shall be respected and protected at all times in accordance with the law. Information about children, families, or employees must not be divulged to anyone other than persons who are authorized to receive such information. This policy extends to both internal and external disclosure.

Confidentiality of Children's and Families' Information

- All children's records must be kept in a secure file.
- Access to children's records is limited to appropriate employees and agencies.
- Children's records must not be removed from the school.
- Children's records must never be left out on desks, tables, etc., where other people may have access to them.
- Children's or families' private information must never be discussed among employees except on a need-to-know basis. Employees must be particularly aware of their surroundings when discussing this information. Special caution must be taken to be sure other children, families, or employees do not overhear private information.

CONTACTING TEACHERS

Teachers will not be interrupted during instructional hours. Please leave a message with the main office by calling (860) 231-7800 and pressing 0 or emailing the teacher.

COMMUNICABLE DISEASE

If your child has a fever (100 degrees or higher), please keep them at home until s/he is free of fever for 24 hours without the use of a fever reducer. If your child has been vomiting and having diarrhea, please keep them home until 24 hours after their last episode and able to eat a meal.

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

- Vomiting and/or diarrhea—students may return 24 hours after the last episode
- Fever—100 degrees or higher—student may return after 24 hours fever-free
- Severe or continuous cough
- Rash on the body or face
- Conjunctivitis (pink eye) student may return after 24 hours on medication and a note from the physician
- Impetigo—student may return after 24 hours on medication and a note from the physician
- Strep—student may return after 24 hours on medication and a note from the physician
- Lice—student may return after treatment. Proof of treatment is needed by the school nurse (empty, labeled, treatment bottle) as well as examination by the school nurse. The school will notify parents if there are numerous cases of lice in the classroom.
- Scabies—student may return after 24 hours of treatment and a note from the physician. The nurse will notify parents if there are numerous cases of scabies in the class.

- Ringworm on the body- student may be at school while being treated. Antifungal treatment must be in place and the area must be covered while at school. The nurse will notify parents if there are numerous cases in the class.
- Ringworm of the scalp- student may return to school after 24 hours on prescribed medication and a note from the physician. The nurse will notify parents if there are numerous cases in the class.
- Fifth's Disease- Students will be allowed in school except if feverish.
- Other childhood illnesses- student allowed in school per consent of a physician.

DANGEROUS WEAPONS/ INSTRUMENTS

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

Reference: PA 94-331 amended C.G.S. 10-233d and requires expulsion of a student who brings a deadly weapon to school.

PA 95-304 amended C.S.G. 10-233a through 10-233f and requires expulsion of a student for a calendar year if the student is found to be in possession of a deadly weapon on school grounds.

PA 96-244 adds martial arts weapons possession as a cause for expulsion (C.G.S. 10-233d)

DISMISSAL PROCEDURES (Arrival and Dismissal)

Museum Academy School is committed to ensuring a safe arrival and dismissal for each student. The following procedures have been established for this school year. We feel confident that parents will support our new security measures as we strive to maintain the safest possible environment. The first few days of school will be a little stressful for your child due to all the excitement of meeting new friends and being in a new environment. We are aware that the transition back to school may be a little hard for some students, and we wanted to reassure parents that your child's teacher has been highly trained to support your child through the transition into the school environment. The sooner students bond with their peers and their teacher, the more successful they will be in school.

Please talk to your child about what he or she is to expect and help them soothe their anxiety by reassuring them that school is a fun and safe place to learn and grow.

BUILDING VISITATION

In the best interest and safety of the children, all **visitors are limited to the main office.** To ensure the highest level of safety and security, parents will not be permitted to walk students to the classroom during arrival and dismissal unless special circumstances require otherwise.

BUS/VAN/ARRIVALS

Bus/van students will be dropped off at the bus loop between 8:40 am-8:50 am. Students using these modes of transportation will be dropped off in the bus loop and will be directed into the school.

DRESS CODE

Student dress may be regulated, and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive, or contrary to law.

*Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, malodorousness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited.

EARLY INTERVENTION

The Early Intervention Project (EIP) was initiated in 1985 by the Connecticut State Department of Education. The purpose of the project was to develop a system within schools to provide greater support and interventions to benefit students experiencing academic, behavioral, or social difficulties in the general classroom. The Early Intervention Project uses a team approach to provide prompt and sustained support to classroom teachers who request assistance with a student. The goal is to quickly address the needs of the student to ensure her/his success in school.

Key Components of Early Intervention

- Effective, research-based, general education programs implemented with fidelity.
- School climate that nurtures the physical, social-emotional, and intellectual development of all students.
- Universal common assessments to monitor student progress and to ensure that all students receive appropriate instructional programs based upon their strengths and needs.
- Team analysis of assessment data to determine areas in need of improvement in the general curriculum and to identify the specific needs of individual students.
- Collaboration of professional staff to determine and implement targeted, research-based instruction and interventions with measurable outcomes and frequent progress monitoring.
- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers.

E-MAIL

All employees have a CREC-assigned e-mail address. You can reach any staff member directly through email. Classroom teachers will inform you of their contact information during the first week of school. If you wish to email any staff member, please use (first initial @crec.org).

EMERGENCY EVACUATION

In the unlikely event of an emergency evacuation from Museum Academy, students will be transported per the direction of the Bloomfield Emergency Management Service (Bloomfield Police and Fire Department).

This arrangement is not to be confused with the procedure for closing of school due to inclement weather.

EMERGENCY SCHOOL CLOSING DUE TO INCLEMENT WEATHER

In the event of an emergency early closing, an announcement will be broadcast over major radio and television stations. Announcements for school delays or closings can be heard and/or viewed on the following media: Radio – WTIC (AM & FM), Television – WFSB, NBC, ABC, or by logging onto their websites. Parents will also be notified by the CREC Museum Academy School Messenger notification system.

Please be sure that your child knows what to do and where to go in the event of an emergency school closing. **Please be sure to inform the school immediately regarding any changes in home or work telephone numbers or regarding any changes in your emergency contact person.**

ENGLISH LANGUAGE LEARNER STUDENTS/MULTILINGUAL LEARNERS

For those students for whom English is a second language, all CREC Magnet Schools have a program to assist in the development of speaking skills and literacy in English and in mastering the same academic content required of all other students, e.g., language arts, literature, mathematics, science, and social studies. If you believe your child needs assistance with English as a second language, please contact Marilyn Tucker (mtucker@crec.org), Museum Academy Multilingual Teacher (MLL)

EXPULSION

This is the exclusion from all school privileges for more than ten days, with limits to no more than 183 days. The Board of Directors may recommend to the sending school district to expel any student whose conduct endangers persons or property, is seriously disruptive to the educational process, or repeatedly violates any of the school's policies or procedures. A student is entitled to an expulsion hearing where the student and/or his or her parent or legal guardian will be able to respond to any of the charges placed on him/her. A student's 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 is cause for expulsion for a calendar year. Any student who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year. The Board may modify the expulsion period on a case-by-case basis.

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education record. The record will be expunged if the student graduates from high school and if the expulsion was not for weapon possession and/or for sale or distribution of illegal drugs.

Reference section 51114a, b

FIELD TRIPS

At Museum Academy, field trips function as an end-of-year celebration, a behavior incentive, or a school-wide fun day rather than an instructional enrichment and come with behavioral expectations.

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. The signal for a fire drill is a constant blast on a special horn. When the

alarm sounds, students are to proceed along the posted exit routes in a quick, quiet, and calm manner. Students should not return to the building until the return signal is given.

HOLIDAY OBSERVANCES

CREC schools welcome cultural celebrations as they help to strengthen bonds between school life, families, and communities. While significant classroom time is generally not devoted to holidays, recognition of seasons and cultures from an educational point of view is integrated through our arts programming. Additionally, the CREC calendar honors particular national holidays throughout the school year.

HOMELESS STUDENTS

Under the McKinney-Vento Federal Act, Homeless students are defined as those lacking a “fixed, regular, and adequate nighttime residence”. Students meeting this definition are protected and have the right to maintain their educational placement, and are eligible for free school meals and for Title 1A services. If you believe your family meets this definition, please contact the school Liaison for Homeless Students (Charon Smalls @crec.org).

HEALTH SCREENING

The following health screenings are required by State Law to be completed each year. If your child fails the initial screening and rescreening, notification will be sent to the parent for a follow-up assessment with appropriate medical personnel. Parent notification will occur prior to screening.

VISION: Grades Pre-K, K, 1, 2, 3, 4, and 5.

HEARING: Grades Pre-K, K, 1, 2, 3, 4, and 5.

Any request for exemption from health screening (s) must be made in writing by the parent or guardian. Such requests will be kept in the health record.

HOMEWORK

Homework extends classroom learning and provides opportunities for students to practice skills, prepare for upcoming lessons, and develop independent habits.

Questions regarding homework expectations should be directed to the classroom teacher.

ILLNESS/INJURY AT SCHOOL

Children will be sent home from school if there is a fever, signs of a contagious disease, vomiting, diarrhea, or injuries requiring further attention. Parents or their designee should pick up their child within a reasonable time period. Any injury that cannot be handled through the administration of first aid shall be referred to the parent for further medical attention.

IMMUNIZATION & PHYSICALS

(Students in K–12)

In order to provide the best educational experience, school personnel must understand your child’s health needs. School health forms request information from you (Part I), which will also be helpful to the health care provider when he or she completes the medical evaluation form (Part II).

State law requires complete primary immunizations and a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse or a registered nurse licensed pursuant to chapter 378, a physician assistant licensed pursuant to chapter 370, a school medical advisor or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to school entrance in Connecticut (C.G.S. Secs. 10-204a and 10-206). An immunization update and additional health assessments are required in the 6th or 7th grade and in the 9th and 10th grades. This form may also be used for health assessments required every year for students participating in sports teams. Those participating in sports teams must have a physical every year and updated health form prior to participation.

(Students in Pre-K only)

In order to provide the best experience, early childhood providers must understand your child's health needs. The health form requires information from you (Part I), which will be helpful to the health care provider when he or she completes the health evaluation (Part II). State law requires complete primary immunizations and a health assessment by a physician, an advanced practice registered nurse, a physician assistant, or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to entering an early childhood program in Connecticut.

INTERNET ACCEPTABLE USE

Electronic information resources include access to the Internet and information contained on any of our local area networks. CREC Museum Academy is committed to the importance of providing our students with access to electronic information as part of the learning process. It is expected that students abide by the policies outlined here. Please note that if the terms of this policy are violated, the student is subject to disciplinary action and may lose network privileges or access to school laptops/technology.

- Students will use electronic information resources only for educational purposes, and only as those purposes are consistent with the curriculum and educational objectives of CREC.
- Students will use electronic information resources in a responsible, ethical and legal manner at all times.
- Students will use electronic information resources only with the permission of the supervising teacher or staff member.
- Students will be considerate of other electronic information users and their privacy and will use polite and appropriate language at all times while accessing and using these resources.
- Students will keep personal information about themselves or anyone else private while using these resources unless approved by the teacher.
- Students will not disclose their passwords. They will only access the electronic information resources using their own password and username.
- Students will only use the internet for what they have been assigned to do and will avoid knowingly tampering or disrupting electronic information resources, services or equipment. This includes tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses,

attempting to gain access to restricted or unauthorized networks, network services, proxy servers, or programs. Students should understand that such activity is irresponsible and in some cases, may be considered a crime.

- Students will report all security problems they may find while using the electronic information resources to a teacher or to the school staff who is responsible for the use of the resources.
- Students will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the regular school environment. This can be, but is not limited to, the distribution of inappropriate pictures, comments, or anything else deemed unacceptable. This includes the use of social networking sites.
- Students should be aware that the inappropriate use of these resources can be a violation of local, state and federal laws and that they may be prosecuted for violating those laws.
- Students must always give credit to the original creators of the information they find online instead of claiming it is their own work.
- Students will honor all copyright laws and will seek assistance if a question arises.

LIBRARY BOOKS

Students in grade 1 -5 borrow library books weekly. Students self-select library books. Library books may remain in school, ask classroom teacher if more information is needed. If a library book is lost, damaged, or not returned in a reasonable time, i.e., more than one month, a lost book fee will be assessed.

LEARNING EXPEDITIONS

As part of the school's enrichment program, museum-related excursions or expeditions are designed to extend students' learning experiences. Such trips are carefully planned and supervised by teachers and are frequently assisted by parents. Most admission costs and some fees are not covered. Detailed information and a permission slip will be sent home for each trip to be signed by parents and returned with the student. Permission slips must be completed 48 hours prior to the trip for your child to participate. **Students who do not have a completed permission slip will not be allowed to attend the expedition.** Any student whose behavior is considered detrimental to the well-being of other students while on an expedition may be prohibited from participation by the principal. While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the expedition activity.

LOST AND FOUND

A lost and found box is located inside the cafeteria; items are kept for a week and then donated to charity. When possible, it helps to have students' names on items brought to school. Items left on the school buses are usually kept in the front of the bus. Please check the lost and found box if your child has lost an item.

MILITARY FAMILIES

In June 2008, a memorandum of agreement was established creating a partnership between the Department of Defense and the Department of Education to support the education of military students. CREC recognizes that for those active duty members, Department of Defense civilians and those activated or deployed National Guard and Reserve members the phases of pre-deployment, deployment, reunion or post-deployment can be challenging to families and children. We can help. Please contact Museum Academy's Family & Community Engagement Specialist, Jestine Berger jberger@crec.org, if we may be of assistance to you.

MTSS (Multi-tiered System of Supports), also known as the Early Intervention Process (EIP)

MTSS is a framework for enhancing the implementation and adoption of a continuum of evidence-based interventions to achieve important academic and social-emotional outcomes for ALL students. MTSS originated in other three-tiered approaches to supporting students, including academic response to intervention (RTI) and school-wide positive behavioral interventions and supports (SWPBIS) in all educational domains (academic, behavioral, and social-emotional). MTSS lays out a multi-tiered structure to organize staff, assessment, instruction, and resources.

OUTDOOR RECESS

We will have outdoor recess unless it is 20 degrees or below or if there is severe snow/wind/ice factors. Please dress your child accordingly. If possible plan to leave an extra set of clothing, mittens and hats labeled with your child's name. This is in the event they fall and need changing. If a child is well enough to attend school, he or she is expected to go outdoors for recess unless there is a note from the physician.

OUT-OF-SCHOOL SUSPENSION

A student may be placed on out-of-school suspension anywhere from one to ten days. During the duration of an out-of-school suspension, the student will not be allowed to attend school or any school activities or functions on school grounds. Following the completion of the suspension, a parent must accompany the student to school for a re-entry conference (if a parent does not attend the re-entry conference, the student will be placed in the main office until the meeting can take place). Schoolwork missed during the period of suspension is the student's responsibility and must be made up within the time limits prescribed by the student's teachers.

PARENT CONFERENCES

Parents are encouraged to become partners in their child's educational success. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parent schedules. All parent meetings, including PPTs, 504's, Parent-Teacher conferences, and PTO meetings may be conducted in person or remotely.

PARENT ENGAGEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communication and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available.

Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings, and being a school volunteer are strongly encouraged. Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

All CREC Magnet Schools are committed to making strong connections with our students and families. At Museum Academy, we are honored to have a fulltime parent liaison. Please contact Jestine Berger at jberger@crec.org if we may be of any assistance to you.

PESTICIDE APPLICATION

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

PHYSICAL ACTIVITY

All students enrolled in elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total. This requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services.

This daily period of physical activity for elementary school students can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief periods of respite/time-outs, referrals to a building administrator, or for safety reasons.

PARENT-TEACHER ORGANIZATION (PTO)

The objectives of the Museum Academy's PTO are:

- To promote the welfare of children and youth in the home, school, and community
- To raise the standards of home life
- To bring into closer relation the home and the school, encouraging parents and teachers to work cooperatively in the education of children

PTO Email: MuseumAcademyPTO@gmail.com

PTO Facebook Group: www.facebook.com/groups/MuseumAcademyPTO

PTO on Pinterest: www.pinterest.com/MuseumPTO

PROMOTION, RETENTION AND PLACEMENT

CREC encourages and insists on the highest quality of academic performance from all students. It expects excellence from its faculty and supports vigorously the teachers' demands for serious, substantial scholarship from students commensurate with their individual abilities. Instruction and instructional programs must provide maximum opportunity for students to progress through school according to their needs. The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student.

All teachers must evaluate students' educational progress during the school year. This progress, or lack of progress, is communicated to the parent through written progress reports and parent-teacher conferences. Parents will be notified by March if retention is being considered. ***The final decision regarding placement or retention will be made by the principal.***

PSYCHOTROPIC DRUG USE

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisors, school psychologists, school social workers, and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education, or receive special education.

REPORT CARDS

The purpose of the Progress Report is to give the parents/guardians a clear understanding of how the student is progressing academically, as well as an understanding of the factors that may contribute to the student's success. Report cards are sent home three times a year – December, March, and June.

SCHOOL SECURITY & SAFETY

CREC will develop and implement a school security and safety plan based on the standards issued by the Department of Emergency Services and Public Protection. Museum Academy, as required by law, shall establish a school security and safety committee that will assist in the development and administration of the school's security and safety plan.

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

SEARCH & SEIZURE

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

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

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

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

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

Sexual Harassment will not be tolerated among students of the school district. Any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of CREC. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

Definition

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student, or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Procedure

It is the express policy of the CREC Council to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to the Special Services or the Executive Director.

Complaints will be investigated promptly, and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment. CREC will

provide staff development for district administrators and grievance committee members and will annually distribute its policy and grievance procedures to staff and students in an effort to maintain an environment free of sexual harassment.

SCHOOL HOURS

8:40 a.m. - 3:35 p.m. **Arrival Bell** 8:40 am **Tardy Bell** 8:50 am
Dismissal Procedures begin at 3:20 pm

2-Hour DELAYED OPENING DUE TO INCLEMENT WEATHER

10:40 a.m. – 3:35 p.m.

EARLY DISMISSAL HOURS

12:00 p.m.

SCHOOL MESSENGER

School Messenger is a quick alert messaging service that is used to notify families and staff of school-related emergencies, weather-related closures/delays, and general communication purposes. School Messenger enhances our ability to communicate regularly with parents and staff using phone calls, e-mail, and text messaging.

SMOKING

Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property, as provided by state and federal laws.

Snacks within the School Day

Healthy snack time is up to each teacher to determine. Parents/guardians are asked to bring healthy snacks such as fresh fruits and vegetables, and/or low-fat (less than 5 grams) and sugar-free snacks are recommended. These snacks should be free of the nine major food allergens: peanuts, tree nuts, milk, eggs, fish, shellfish, soybeans, sesame, and wheat. Please contact your child's school nurse with further questions. Avoid pre-packaged processed foods that are generally high in calories and fat and have little nutritional value. Limit portion sizes so that the snack does not become a substitute for a nutritious meal and can be eaten within a limited time period is also recommended.

Recommended snacks include: bagel plain or with cream cheese /jelly, water, fruit, fruit with dip, yogurt with granola, whole wheat crackers, pretzels, animal crackers, granola bars, 100% juice, dry cereal, rice cakes or applesauce.

SOCIAL-EMOTIONAL LEARNING (SEL)

Museum Academy is committed to creating and sustaining positive, effective, and culturally inclusive environments that support academic, behavioral, and social-emotional success for all students. Social-emotional learning (SEL) is considered a universal approach to prevent and reduce bullying and improve school climate. SEL is for all students and all staff. It is a process of developing student and adult social and emotional competencies.

CREC Approved SNACK List

Group snacks that are intended to be shared with students must be on the list below. Some brands are listed specifically because they do not contain certain allergens. All snacks to be shared must be in the original, sealed container with the label intact.

Pretzels: UTZ, Bachman, Pepperidge Farm,

Animal Crackers: Barnum's Original (only brand)

Fruit cups- individual, pre-packaged

Fruit snacks/fruit roll-ups: Betty Crocker brand, Annie's Organic Bunny Fruit snacks

Raisins Craisins

Go-gurt yogurt

Goldfish crackers: Pepperidge Farm

Cheez-its

Teddy Grahams

Graham crackers: Nabisco, Keebler

Saltines: Sunshine, ShopRite

String cheese, Cereal bars: Nutri Grain- blueberry, strawberry, raspberry, apple cinnamon, blackberry, mixed berry, cherry, Pomegranate, strawberry acai, Special K bar- blueberry, strawberry, raspberry, vanilla crisp, chocolate drizzle

Pudding: individual, pre-packaged

Jell-O: individual, pre-packaged

Rice cakes: Quaker Quakes in caramel corn, ranch, sea salt, kettle corn, cheddar cheese

CREC Approved Snack List In Spanish

Las meriendas para grupos que están destinados a ser compartidos con los estudiantes deben estar en la lista a continuación. Algunas marcas se enumeran específicamente porque no contienen ciertos alérgenos. Todas las meriendas que se comparten deben estar en el envase original sellado con la etiqueta intacta.

Pretzels: UTZ, Bachman, Pepperidge Farm, Rold Gold Galletas de animales: Barnum's (única marca original)

Tazas de frutas: - individual, pre-empacado Rollos de frutas/meriendas de frutas: La marca Betty Crocker, Annie's snacks de fruta orgánica Bunny (conejo). Pasas Arándanos Secos Yogur de go-gurt Galletas de peces: Pepperidge Farm Cheez-es Galletas Grahams: Nabisco, Keebler Galletas saladas: Sunshine, ShopRite Queso –Tira de queso (string cheese) Barras de cereal: Nutri Grain- arándano, fresa, frambuesa, manzana con canela, mora, mezcla de baya, Granada de cereza, fresa acai, Las Barras de Special K – arándano, fresa, frambuesa, vainilla crujiente, llovizna de chocolate Gelatina (jello): individual, pre-empacado Pudín: individual, pre-empacado Pasteles de arroz (rice cakes): Quaker Quakes en maíz caramelado, ranch (rancho) sal marina (sea salt), maíz hervido, queso cheddar.

STUDENT RECORDS

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

SUBSTANCE ABUSE

The school prohibits the manufacture, distribution, dispensing, possession, or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to disciplinary action.

SUICIDE PREVENTION/INTERVENTION

Museum Academy Magnet School recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in-depth counseling. Instead, Museum Academy will direct school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

Museum Academy recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services, and training for teachers, other school professionals, and students to provide assistance in these programs. School employees who may have knowledge of a suicidal threat will take the proper steps to report this information to the Social Worker and Principal who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

Museum Academy administration will identify social service agencies, mental health clinics, and other community resources that have expertise in the problem of youth suicide for the purpose of developing education and referral sources for Museum Academy.

Museum Academy will develop in-service programs for appropriate personnel for the purpose of enhancing their ability to recognize those students who may be vulnerable to or at risk of suicide.

Training will include, but may not be limited to, information about factors that increase a student's risk for suicide; recognition of the behavioral signs that may indicate that a student is suicidal; information on community resources available for students who may need assistance; information regarding school procedures for handling a suicidal student. Museum Academy will make resources available for students at risk of suicide. Museum Academy will also make resources available to students subsequent to a suicide attempt by one of their peers.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

TECHNOLOGY (IPAD, LAPTOP, COMPUTER) POLICY

Resources have been invested in technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. iPads, laptops, and desktops will be available for students. Students will notify their teacher if they have any problems with the computer/iPad.

- CREC reserves the right to monitor activity on its systems and take appropriate disciplinary action against users who violate the contract conditions. **(Please see the Acceptable Use/Internet Policy section for details)**
- Be responsible and ethical at all times.
- Use resources with permission from the supervising teacher.
- Keep your (or other's) personal information secret unless approved by the instructor.
- Keep technological resources in the condition in which you found them.
- Report any security problems to the teacher or staff.
- Protect your password/logon from others.
- Use only websites and functions instructed and approved by the teacher.
- Inappropriate use includes: participation in chat rooms, newsgroups, bulletin boards, etc., unless supervised by a staff member for a pre-approved instructional activity; downloading inappropriate and/or obscene materials; posting comments or images that are harassing, intimidating, obscene, and/or discriminatory.
- Abide by all copyright laws and seek assistance if a question arises.
- Use the computers for educational purposes for which they were provided.
- Reasonable personal use may be permitted, providing school purposes and assignments are completed.

TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES

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

TRANSPORTATION/STUDENT DROP-OFF/PICK-UP

Transportation to Connecticut public inter-district magnet schools is provided to all students K–5 at no cost to parents. Transportation for students coming from the Greater Hartford Region school districts outside the school's home community of Hartford is funded by the State Department of Education. Students who reside in Hartford are transported by that district.

Bus stops are established with the convenience of parents and students in mind, and bus routes are designed with the goal of keeping each student's commuting time to a minimum.

Changes in a Student's Transportation

Guaranteeing the safety of our children during dismissal is of utmost importance to us. Send a signed note to their classroom teacher with the change of transportation and date(s) of change. While a note is the best way to ensure proper, timely notification to our staff of a change, we certainly understand that a situation may develop where this is not possible. In such a case, call the front desk (860) 231-7800 by **2:00 p.m.** on full school days and by **11:00 a.m.** on early dismissal days to report the transportation changes for that day.

Riding a Different Bus

Students are **not** permitted to ride a different bus other than the one to which they are assigned. Students must use the district transportation provided by their town.

VACATIONS AND APPOINTMENTS DURING THE SCHOOL HOURS

When parents schedule a family vacation or appointments during school hours, learning is interrupted and may cause learning difficulties for the student. Classroom instruction is a valuable part of the school experience and difficult to recreate; therefore, doctor appointments should be scheduled when school is not in session. Family vacations should be scheduled and planned while school is not in session.

VALET PROGRAM

Museum Academy is excited to offer families arrival and dismissal valet service. Valet offers an efficient, curbside drop-off and pick-up for our **Kindergarten through 5th-grade students only**.

Museum Academy families will need to adhere to all Connecticut Child Passenger and Car Seat Safety Laws to use valet service. Important rules and expectations for vehicles entering the valet drop-off area to understand and follow:

If you are unable to meet these expectations, then our valet program is not for you.

VISITING THE SCHOOL

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

WELLNESS POLICY

Student Nutrition and Physical Activity (Student Wellness Policy)

The Capitol Region Education Council (CREC) recognizes that student wellness and proper nutrition are related to physical well-being, growth, development, and readiness to learn. CREC is committed to providing a learning environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total educational experience. In a healthy school environment, students will be exposed to, and participate in, positive nutritional and lifestyle practices that can improve student achievement.

In accordance with federal and state law, it is CREC's policy to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served to meet or exceed the stricter of either the federal nutritional guidelines issued by the U.S. Department of Agriculture or the "Connecticut Nutrition Standards for Foods in Schools".

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, CREC will, as required, review and consider evidence-based strategies and techniques. The full version of this policy can be found at www.crec.org/about/policy.php

Museum Academy Social-Emotional and Behavioral Expectations

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

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

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

Our number one priority is to provide a safe and healthy environment in which students can learn and grow. All members of our learning community (students, faculty, staff, and parents) are expected to demonstrate appropriate behavior at all times. Our behavioral expectations uses common courtesy and respect as its foundation, with the expectation that students will make informed and responsible decisions about their behaviors.

Students are responsible for conducting themselves properly in a respectful manner. Museum Academy staff is responsible for students during the regular school day. This jurisdiction includes to and from school, any school-related activity, regardless of time or location, and any off-campus school-related activity.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive to the educational process and is a violation of policy, even if such conduct occurs off-school property and non-school time including, (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

Reference: PA 95-304, An Act Concerning School Safety and PA 96-214, An Act Concerning Revision to the Education Statutes, permit such action if covered by board policy (5131.8 OUT OF SCHOOL MISCONDUCT). Further revision by PA 98-139, An Act Concerning Student Suspensions and Expulsions (C.G.S. 10-233c)

Throughout the beginning weeks of school, students will be explicitly taught the behavioral expectations associated with Wildcat Ways, known as the Wildcat PACT:

- **Persevere**
- **Act with Integrity**
- **Compassion**
- **Team Player**

Consequences for not demonstrating expected behavior:

Prekindergarten

Museum Academy recognizes that young children are often in different stages of the learning process when developing social skills. We also recognize that children who are developing skills need instruction and multiple opportunities to practice. It does not make sense to give a consequence to a child for not yet having a skill. Although this is true of some children in all grades, it is especially true of our Prekindergarten students.

A primary learning goal for three- and four-year-olds is to develop social and emotional skills. Our teachers in these grades recognize the importance of this and provide direct instruction, ongoing coaching, and redirection to their students in this area. If it is determined that a consequence is needed, those consequences will be administered by the classroom teacher and administrator and will typically take the form of time away from the group, with an adult, to name the specific behavior that is expected, provide time to practice, and then make a re-entry plan back to the class (documentation of behavior may happen in the form of an disciplinary behavioral tracker).

Kindergarten – Fifth Grade

When a student misbehaves in class, s/he will be reminded of the expected behavior and given the opportunity to demonstrate what is expected. The student will also be redirected when necessary and coached through the process. Logical consequences are the foundation of our school's behavior program. If misbehavior continues, the teacher will provide a consequence in line with our school's Positive Behavior Intervention Support program.

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

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

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

There are two levels of discipline:

LEVEL 1: Teacher Discipline (Minor Behavioral Infraction)

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

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

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

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

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

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

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

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

Proactive prevention-oriented approaches have proven effective in enabling school communities to decrease the frequency and intensity of behavior problems. Parents can help create safe schools by keeping open lines of communication.

- Discuss the school's behavioral expectations and policies with your child. Show your support for the rules, and help your child understand the reasons for them.
- Frequently review classroom rules and expectations, as well as general school expectations.
- Involve your child in setting rules for appropriate behavior at home.
- Help your child find ways to manage anger so that it does not lead to verbally or physically hurting others.
- Help your child understand the value of accepting individual differences.
- Note any changes in your child. For example, frequent outbursts, excessive fighting or mean behavior to other children, cruelty to animals, fire setting, and frequent behavior problems at school and in the neighborhood.
- Talk with a trusted professional in your child's school or in the community.

Museum Academy Bullying and Harassment Complaint Form 2026-2027

To file a complaint relating to an incident of alleged bullying/ challenging behaviors. Please complete this form as fully and accurately as possible and turn it in to the appropriate school personnel (main office staff, administration, school social worker).

Date Complaint made to school: _____

Complainant Name (if Anonymous, write Anonymous) _____

Target of Bullying Name (First and Last) _____

Grade: _____

Where did the incident occur?

When did the incident occur? Date: _____ Time: _____

Please describe, in as much detail as possible, what happened.

Do you know any of the witnesses involved? If so, please provide as much detail as possible.

List any evidence of alleged bullying, if any (i.e., letter, photos, etc.)- attach evidence if possible

For office use only:

Date Complaint received _____ Complainant Received by: _____

Investigative Designee/Administrator Completing Form: _____

Museum Academy Magnet School Handbook Acknowledgment Form 2026-2027

Student Name: _____

Grade: _____

Teacher: _____

Parent or Guardian Name:

I acknowledge that I have received access to the Museum Academy Student and Parent Handbook.

I understand that the handbook contains important information regarding school procedures, student expectations, student rights and responsibilities, attendance, transportation, technology use, health services, and school safety.

I understand that I am responsible for reviewing the handbook and supporting my child's compliance with school expectations.

Parent or Guardian Signature

Date

Student Signature (Grades 3 through 5)

Date

Please return this signed acknowledgment to your child's teacher within the first two weeks of school.