



University of Hartford Magnet School

A program of the Capitol Region Education Council



2011 - 2012 Parent-Student Handbook

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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
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Dear Students and Family Members of the University of Hartford Magnet School,

Welcome to the 2011-2012 school year at UHMS!

This school year offers a wealth of opportunities for you and your child. Our staff is dedicated to the growth and well being of each of our students and we look forward to an exciting school year.

We encourage you to become involved in the UHMS community and participate in our school activities. Your involvement in your child's school helps to promote a positive learning environment. We need your support to help create a strong home-school bond that promotes student success.

We look forward to working with you and our students throughout the year. Good luck!

Sincerely,
Elaina Brachman
Principal

Tim Barber
Assistant Principal

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A View of the Culture of UHMS

UHMS Description

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

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

UHMS Mission Statement

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

UHMS Charter

We the members of the UHMS community, believe that our school should be a safe, happy and peaceful place, where all people are welcome and know they are an important part of our learning community. We will make this happen by using our minds, bodies, voices and hearts to:

- care for one another
- treat each other with respect
- solve problems without hurting each other
- celebrate each other as we learn and grow
- meet our learning goals
- be honest and trustworthy to ourselves and others
- give our best effort to every task

High-Five School-wide Behavioral Expectations

- Be respectful
- Be responsible
- Be a positive decision maker
- Follow directions
- Be there – Be ready



What are the Different “Intelligences” and How Might They Affect Learning Experiences?

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

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

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

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

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

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

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

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

UHMS Attendance Policy and Procedures

Attendance

Connecticut state law requires parents to make sure that their children between the ages of 5 and 16 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 rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

Absence

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school between 7:00 A.M. and 9:00 A.M. on the day of the absence by telephoning the school nurse, Mrs. Clark at 860-236-2899 ext. 2636.

Tardiness

Students who are not in their classrooms by 9:00 a.m. are considered tardy and must be signed in at the front desk. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action including suspension if the principal determines that tardiness is excessive.

UHMS Attendance Procedures

- School begins at 9:00 am
 - Any student arriving after 9:00 am will be marked “tardy”
 - Three “tardy” marks will count as an absence UNLESS there is a doctor’s note.
 - Students arriving late because of a late-arriving bus will not be marked tardy.
- School dismisses at 4:00 pm
 - Any student dismissed prior to 3:45 pm will be marked “dismissed early”
 - Three “dismissed early” marks will count as an absence UNLESS there is a doctor’s note
- Four absences in one month may result in an attendance meeting with administration
- Ten accumulated absences may result in an attendance meeting with administration
 - Absences include full days as well as accumulated late arrivals and early dismissals
 - The goal of the attendance meeting will be to create an action plan to support the student’s regular attendance at school. The school psychologist and/or social worker and school nurse may be in attendance to support the creation of the plan.
 - The goal of this meeting is to work collaboratively with the family. If however, the parent/guardian does not support the effort to address the attendance issue, the school may seek further support from outside agencies/resources.
- Absences due to illness must be called in to the school nurse.
- Parents/Guardians are required to contact the school secretary or nurse when students will be out for any reason. When students are not called out, the school will attempt to reach the family as a safety precaution, however, this will not excuse the absence.

UHMS Attendance Policy and Procedures

School Hours

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

Early Closings

Pre-K	9:00 a.m. - 1:00 p.m.
Kindergarten - Grades 5	9:00 a.m. - 1:00 p.m.

Emergency Early School Closing (In Case of Inclement Weather)

In the event of an emergency early closing you will receive a message from our School Messenger system, an announcement will be broadcast over major radio and television stations. Announcement 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.

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. Early closing for UHMS follows the Hartford Public School’s decision, not the individual towns.

PLEASE DISCUSS ARRANGEMENTS WITH YOUR CHILD BEFORE A PROBLEM OCCURS.

Delayed School Opening and School Closing

The University of Hartford Magnet School will follow the Hartford Public School’s decision regarding school closings due to inclement weather. All students from Avon, Bloomfield, Farmington, Simsbury, West Hartford, Wethersfield and parent choice students will follow their town’s decision regarding school closing for bus transportation.

Example: UHMS will be opening on schedule but Avon is delayed one hour. Avon students who use transportation will then arrive to the UHMS one hour late. However, Avon parents have the option of driving their child to school on schedule. This will not affect your child’s attendance record.

Second Example: If UHMS has an hour delay opening but Farmington is closed, there will not be transportation to UHMS from Farmington that day. Parents are welcome to bring their child to school and pick them up from school on this type of day.

Extended Day Program

The Extended Day Program opens 1½ hours before the start of the delay on the morning of a Delayed Opening, example: if school is delayed 2 hours, the Extended Day Program would begin at 9:30 on this day, instead of the normal 7:30 opening, the Extended Day Program will be in session on the afternoon of an Emergency Early Dismissal. However, please make the arrangements to pick up your child as soon as possible.

UHMS Policies and Procedures

Admission, Registration

1. The following towns are participating districts of the University of Hartford Magnet School: Avon, Bloomfield, Farmington, Hartford, Simsbury, West Hartford and Wethersfield. All other towns are included in Parent Choice.
2. A lottery will be held in March by the Regional School Choice Office, www.choiceeducation.org. Admission to UHMS is processed in accordance with RSCO application guidelines.
3. Preference will be given, but not guaranteed, to siblings of current students at UHMS, provided the application is received before the application deadline. Current students are defined as students enrolled in the school during the same year in which the sibling is enrolled. Limitations based on class size will always take priority over sibling preference.
4. If parents withdraw a child who is enrolled in kindergarten through grade 4, they must withdraw all siblings. This policy applies to students who enroll after the 2005-2006 school year.
5. If there is a change in residency, the office must be notified.
6. **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 child is coming from outside the United States);
 - A copy of the child's most recent report card (if applicable);
 - Social Security number

Cell Phone/Valuables Policy

Parents and students should be aware that bringing valuable items to school increases the risk that the item could be lost or stolen. Students should leave valuable items at home. If a student is using a cell phone during the school day, the phone will be confiscated and the parent/guardian notified.

Change of Address, Home or Work Telephone Numbers

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.

Contacting Teachers

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

Dress Code

Dress at UHMS should be appropriate for an elementary school student. No hats, baggy pants, sneakers with wheels or flip flops are allowed.

Emergency Evacuation

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

Field Trips

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

Any student whose behavior is considered detrimental to the well-being of other students while on a field trip may be prohibited from participation by the principal. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity.

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.

Lost and Found

A lost and found box is located in the Nurses Office. 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 you child has lost an item.

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. Conferences are held shortly after the progress report is sent home.

Progress Reports

The purpose of the Progress Report is to give the parents/guardians a clear understanding of how the student is progressing academically, as well as an understanding of the factors that may contribute to the student’s success. Progress report are distributed and discussed at Parent conferences in December and March. Final progress reports are sent home on the last day of school with the students.

Promotion and Retention of Students

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

during the school year. This progress, or lack of progress, is communicated to the parent, through written progress reports and parent-teacher conferences. Parents must be notified well in advance if retention or acceleration is being considered. *The final decision regarding placement or retention will be made by the principal.*

Suicide Intervention/Prevention

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

UHMS 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.

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

UHMS 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 for 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.

UHMS will make resources available for students at risk of suicide. UHMS will also make resources available to students subsequent to a suicide attempt by one of their peers.

Transportation/Student Pick-Up and Drop-Off

Transportation to Connecticut public inter-district magnet schools is provided to all students K – 5 at no cost to parents. Transportation for students coming from the six school districts outside the school's home community of Hartford is funded by the State Department of Education. 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) 236-2899 ext 2600 by **1:00 PM** on full school days and by **10:00 AM** 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.

- **Pick-Up and Drop-Off**

For the safety of your children:

- Park in designated spaces only.
- Drive through the parking lot slowly.
- Obey all traffic signs and designed traffic patterns.
- Never drive or park in the Bus Circle. The Bus Circle is a designated fire lane and it is against the law to drive or park in this area. Parking or driving in the bus/fire lane may result in a fine from local police.
- Put your cell phone away and be alert to all traffic issues and pedestrian safety.
- DO NOT LEAVE YOUR CAR once you are in line.
- Follow all duty teacher/security guard requests.
- Have your children stay by your side – regardless of their age – while in the parking lot.
- Tell every designated driver of these safety rules.
- Do not double-park.

Visiting the School

Parents and interested citizens are invited to visit our school. Please call the office to make arrangements for a visit. When you visit, please sign in with the receptionist and receive a visitor's badge. A visit to the classroom should be arranged with the teacher 24 hours in advance.

UHMS Code of Conduct and Behavioral Expectations

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 code of conduct used 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. UHMS 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)

Positive Behavioral Expectations

The University of Hartford Magnet School has a belief that strong academics are positively linked with appropriate learning behaviors while students are in school. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building community among students and all members of the school community and the development of strong interpersonal problem solving skills, which a student will carry through life. The commitment to our community is reiterated every morning as we say our student created school charter. Our High-Five School-Wide Expectations are aligned with our school charter and are posted throughout the school. Students are recognized daily for demonstrating high-five behaviors. For students at our school, the classroom is a smaller version of home and family. The classroom teacher is the primary person who structures routines and classroom management, which affects discipline. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures. The classroom teacher is the best person to handle school discipline, and in most cases the discipline issues are managed well at the classroom level. However, there are times when student behavior warrants administrative involvement. Office referrals for discipline are a last resort. In each instance of an office referral, the assistant principal and principal will determine the appropriate consequence. See a copy of office referral form. Tier 1 behaviors are defined as those that can be resolved by teacher intervention. Tier 2 infractions are behaviors that are persistent and significantly impact classroom instruction and student learning. Tier 3 infractions will result in an automatic office referral.

In order for an office referral to be made, the teacher must fill out an “UHMS Discipline Referral” in which the teacher will describe the incident prompting the discipline referral and the steps taken to assist the student with problem solving. The teacher will record their intervention prior to office referral. The administrator will determine action to be taken if the child commits a tier 3 infraction (see office referral form)

The above steps will be bypassed if the student commits a tier 3 infraction (see office referral on page 15).

Bullying/Harassment, Hazing

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their ethnic background, the country in which they or their parents were born, their gender, sexual orientation or any disability they may have.

Bullying of a student by another student is prohibited. Such behavior includes any willful attempt or threat to harm another person or any intentional display of force which would give another person reason to fear or expect immediate bodily harm. Such behavior will result in disciplinary action.

Students are prohibited from participating in any hazing activities. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any student organization.

Hazing, bullying or abuse of students or staff will not be tolerated. Any student who engages in an act that injures, degrades or disgraces another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

The University of Hartford Magnet School will not tolerate behavior that is initiated with the specific intent to intimidate or harass another person because of age, religion, ethnicity, gender or sexual orientation. In addition to school discipline procedure and notification of police, counseling sessions will be implemented with the perpetrator as well as the victim (CT. P.A. #90-137). You may choose to reach a resolution by working with the school Psychologist, Social Worker, or with one of the building administrators.

Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or administration. To maintain a productive and positive learning environment, the Administration will make every attempt to halt any harassment of which they become aware of by calling attention to this policy or by direct disciplinary action, if necessary.

Hazing, Bullying

The CREC Council promotes a secure and positive school climate, conducive to teaching and learning, that is free from threat, harassment, and any type of bullying behavior. Any staff member, employee, or student who engages in an act that injures, degrades, or disgraces another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education, shall be subject to appropriate disciplinary action. Therefore, it shall be the policy of the CREC Council that bullying of a student by another student **either on school's grounds, on a bus, or outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school** is prohibited.

Public Act No. 11-232 defines bullying as: (A) the **repeated** use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a **physical act or gesture** by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes **physical or emotional harm** to such student or damage to such student's property, (ii) places such student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (iii) creates a **hostile environment** at school for such student, (iv) **infringes on the rights** of such student at school, or (v) **substantially disrupts the education process** or the orderly operation of a school.

Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical,

developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying.

"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.

"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 photographs are taken or transmitted.

"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.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion or referral to law enforcement officials.

A bullying prevention program shall be implemented, which strives to develop a school and home environment:

- characterized by warmth, positive interest and involvement by adults;
- firm limits to unacceptable behavior;
- where non-hostile, non-physical negative consequences are consistently applied in cases of violations of rules and other unacceptable behaviors;
- where adults act as authorities and positive role models; and
- where students are included in efforts to improve school climate.

The district's program:

1. Permits anonymous reports of bullying by students and written reports by parents or guardians;
2. Requires teachers and other school staff to notify school administrators of bullying acts they witness and students' reports they receive;
3. Requires school administrators to investigate parents' written reports and review students' anonymous reports;
4. Requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there;
5. Requires each school to have an intervention strategy for school staff to deal with bullying, including language and bullying in student codes of conduct; and
6. Requires notice to parents or guardians of all students involved in a varied act of bullying. The notice must describe the school's response and any consequences that may result from further acts of bullying.



The UHMS “Bully Box”

What is it?

- Place where students can safely report incidences of bullying

Where is it?

- In the main office

Who is it for?

- ALL UHMS STUDENTS

Presentations will be made to all students in K-5 defining examples of bullying. Students are being encouraged to communicate with an adult about this and are being encouraged to utilize our “Bully Box” if appropriate. Our UHMS Support Staff will be processing all reported incidences

The goal for all students is to understand what bullying is and is not and to feel supported. Students will also be provided with advocacy skills. When necessary, students will have follow up support and parents will be involved. Our “STEPS – Strategies To Empower Problem Solvers” program, which will be integrated into all grades, will support the Interpersonal/Intrapersonal Intelligence and specific needs that arise from “Bully Box” issues.

Child Abuse

Teacher’s, principals, paraprofessionals, and other professional school staff are obligated by law (C.G.S. 17a-101) to report suspected child abuse or neglect to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in their use. Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect, a report will be made. The school will work with parents and appropriate social agencies in all cases. Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatments such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

Dangerous Weapons and Instruments

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

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

PA 95-304 amended C.S.G. 10-233a through 10233f and requires expulsion of a student for a calendar year if the student is found to be in possession of a deadly weapon on school grounds.

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

Sexual Harassment

Sexual Harassment will not be tolerated among students of the school district. Any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under

contract, or volunteers subject to the control of CREC. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

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 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.

Smoking

Smoking or use of tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property, is prohibited.

Substance Abuse

As stated in the Code of Conduct section of this handbook, the school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the following disciplinary actions: immediate suspension which requires expulsion for up to one year, for students who sell or distribute a controlled substance, on or off school grounds.

Disciplinary procedures will be administered with the best interest of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians. In such cases, the decision to involve the parent/guardians will be arrived jointly by the student and the educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken. Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems.

Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

When students commit drug and alcohol-related offenses, school-imposed discipline may also include completion of an appropriate rehabilitation program.

Reference: PA 96-244 amended C.G.S. 10-233d and requires a one year expulsion for students who offer illegal drugs for sale or distribution on or off school grounds.

Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against them, the student's right to present their version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any level. The appeal process for suspensions ends with a review at the Executive Director's level.

Parent notification may occur at all levels in the "Range of Administrative Behavioral Consequences", but it will occur from "Parent Contact" through "Expulsion" levels. Throughout this process, students may be referred to other support services.

Any violations of the law will be promptly reported to the appropriate law enforcement authorities.

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.

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 or 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.

Students' possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school ground, 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, c of CREC's policy and regulations.

UHMS
Discipline Referral

Student Name: _____ Grade : _____ Homeroom Teacher: _____

Date of Referral: _____ Time of Referral: _____ Referring Staff Member: _____

Reason(s) for Referral: Mark an X next to the reason and list supporting details.

Tier 3 Infractions– Automatic Office Referral

___ Threatening Student/Staff _____

___ Harassment that occurs over a period of time _____

___ Fighting _____

___ Used hands, feet, or objects inappropriately _____

___ Theft _____

___ Destruction of property _____

Tier 2 Infractions

___ Disrespect/Harassment of Student/Staff _____

___ Significant/Consistent Disruption of Instruction _____

Intervention(s) Prior to Office Referral:

___ Verbal prompting/redirection

___ Conference with Student

___ Parent Communication

Telephone Call: Date _____ Written: Date _____ Conference: Date _____

___ Other: _____

Administration: Action Taken

___ Administrator conference with student

___ Isolated lunch: Date(s) _____

___ In-School Suspension: Date(s) _____

___ Conference with Parent: Date _____

___ OTHER _____

Principal/Asst. Principal _____ Date _____
(OR DESIGNEE)

COPY TO: Parent ___ Classroom Teacher ___ Referring Staff (If Not Classroom Teacher) ___
(rev 8/11)

**University of Hartford Magnet School
Family Health and Wellness Center**

The University of Hartford Magnet School Family and Wellness Center is licensed by the Connecticut Department of Public Health and is a certified Health Clinic. The center provides confidential medical and mental health services to students. The Health and Wellness Center is dedicated to treating the whole child. The staff shares a comprehensive approach to a child's growth and development that respects age, cultural values and family situation.

Routine nursing services are available for all students. **To receive expanded medical services, parents must sign a permission form that can be obtained from the school nurse. These forms must be completed yearly. Insurance companies will be billed, but there is no co-pay fee.**

Services available:

- Health promotion and wellness
- School physical
- Sports physical
- Assistance with chronic diseases such as diabetes and asthma
- Diagnosis and treatment of injuries and illnesses
- Immunizations
- Counseling:
 - Crisis intervention
 - Emotional problems
 - Nutrition
 - Health education

The Family and Wellness Center and Health Clinic provides comprehensive health care that includes teaching good health care practices. Our mission is to promote the importance for an individual child to accept responsibility for his or her own good health and well being through both learning and good health care.

The Health Center hopes to assist parents in their quest for optimal and consistent health care for their children. A child can be seen during the school day and medical treatment can be started promptly, if needed. All evaluations and procedures are communicated to parents in a timely manner. The medical team uses a group approach that includes parent(s) and student(s) in providing the best health care for each child.

Please contact the Nurse's office for any questions or concerns.

Health Policies and Procedures

The University of Hartford Magnet School promotes good health for all of our community. It is strongly suggested that we all comply with the following to keep our students healthy and fit:

Physical Examination

Under state regulations, a student must have a physical examination prior to entrance into Pre-Kindergarten and Kindergarten or if the student is entering school from out-of-state or country. This physical examination must be within one year prior to entrance. The school must receive a physician's signed State of Connecticut medical form complete with immunizations prior to entrance into the school. If immunizations were denied due to medical or religious reasons, please contact the school nurse to complete a legal waiver form.

Vision and hearing screenings are conducted for all pupils annually. Results of these examinations are noted on the child's cumulative health record. The nurse will notify the parent if a child has not passed any of the screenings. The parent is always welcome to request additional vision and hearing screenings. Fifth graders will be screened for scoliosis (curvature of the spine).

Administration of Medicine in School

Only certified personnel or the school nurse may administer medicine to children with a physician's written order and the parent or guardian's authorization for taking the medicine. The medicine must be brought to school by the parent in its original prescription container and given to the school nurse.

Emergency Medical Treatment

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

Illness

If your child is sick or will not be in school for any reason, please contact the nurse at 236-2899 x2636 between the hours of 7:00 AM and 9:00 AM. Please leave your child's name, teacher's name and reason for the absence. A physician's note may be requested for prolonged or frequent absences. (See absence policy). If you need the nurse to contact you, please leave a phone number.

Communicable Disease Policy

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

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

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

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

Celebrations

Classroom celebrations are not allowed. Due to various food allergies, as well as medical conditions, unless requested by the classroom teacher, treats must not be brought into school.

Outdoor Recess Policy

We will have recess outdoors unless it is 20° or below or there are severe snow/wind/ice factors. Please make certain your child comes properly dressed for outside recess. Flip flops are not appropriate for school use. If a child is well enough to attend school, he or she is expected to go outdoors for recess, unless there is a note from the physician. If a child has a cast or is on crutches and has been medically excused from Bodily Kinesthetics, then they will also be excused from recess, per doctor's note.

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 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."

Child Abuse

In accordance with the Connecticut State Laws, all UHMS staff members are mandated reporters in regards to any case of abuse and neglect and therefore must comply with the Department of Children and Families mandates.

Immunizations Required

Preschool:

- 3 doses of HepB
- 4 doses of DPT
- 3 doses of polio
- 1 dose of HIB (after 12 months of age)
- 1 dose of MMR (after 12 months of age)
- 1 dose of varicella, on or after 12 months of age, or written proof of chickenpox from a doctor
- 1 dose of PCV after 12 months of age in children born after January 1, 2007.
- 2 doses of Hepatitis A given 6 months apart, one dose on or after 1st birthday.
- Influenza – 1 dose each year between August 1 – December 31

Kindergarten – Grade 5:

- 4-5 doses of DTP/DpaT (diphtheria, pertussis, tetanus) – one dose after age 4
- 3-4 doses of polio – one dose after age 4
- Two doses of MMR (measles, mumps, rubella), 1st dose on or after 1st birthday
- 3 doses of Hepatitis
- 1 dose of HIB
- 2 dose of varicella (chickenpox), 1st dose on or after 1st birthday or proof from doctor that child has had chickenpox

Early Childhood Learning Center Enrollment Requirement

The Connecticut State Department of Public Health guidelines for early childhood education programs state that it is expected that children attending a public school preschool program will be able to independently toilet themselves unless there is a special education need.

WELCOME TO THE UHMS LIBRARY MEDIA CENTER

UHMS Library Media Center Schedule

The UHMS Library Media Center class schedule for the 2011 – 2012 school year will be as follows:

Kindergarten, First Grade and Second Grade

Classes will be conducted in the UHMS Library Media Center, and will consist of a 30-minute read-aloud literature lesson and book check-out.

Third, Fourth and Fifth Grade

Classes will be conducted in the UHMS Library Media Center and in classrooms to enhance classroom learning and research skills. Individual and small group sessions can also be scheduled on a regular basis to coordinate with all classroom activities.

Additionally, Third Grade, Fourth Grade and Fifth Grade classes will have a regularly scheduled, 20-minute check-out time, weekly.

Library Book and Resource Check-Out Policy

We are very fortunate to have an extensive collection of resources in the library including: fiction and non-fiction books, picture books, biographies, videos, CD's and Books-On-Tape. To ensure that all of our resources are available for the entire community, the student check-out policy will be as follows:

Kindergarten, First Grade and Second Grade

1 book can be checked out at a time. Upon return of each book, another may be checked out.

Third Grade, Fourth Grade and Fifth Grade

Students can have a maximum of 2 books checked out at any given time. For each book returned, another book may be checked out.

Library Overdue and Lost Book Policy

Overdue Books

All books are checked out for a period of 7 days. If a student is not finished with a book by the end of that time period, the book that is checked-out may be renewed for up to two additional weeks.

If a book is not returned or renewed within the 7 day time period, the user will incur an extended user fee, at the rate of ten cents per day, for each day the book is overdue, not to exceed the cost of the book. This extended user fee has been implemented because the high volume of unreturned books is costing thousands of dollars to replace. Let's make a great effort to keep all books available for the entire community during the year to keep our students reading and learning!

A monthly reminder of all overdue books will be sent home with students. These monthly reminders will need to be returned by the student with a signature of an adult, parent or guardian in their household as to the status of the overdue book.

Lost or Misplaced Books

Parents or Guardians will be responsible for the extended user fee or reimbursing UHMS for the full cost of the book or other resource that is not returned.

Please contact Mrs. Dowling at 860-236-2899 x2620 if you would like to discuss a lost or misplaced book.

2011 – 2012 UHMS Staff Directory

Name	Grade	Email	Voice mail	Name	Grade	Email	Voice mail
Alleye-Manga, Rema	Para	rmanga@crec.org	2802	Johnson, Scott	2	sjohnson@crec.org	2610
Barber, Tim	Asst. Principal	tbarber@crec.org	2619	Kane, Elizabeth	BK	ekane@crec.org	2642
Baxter, Susan	3	sbaxter@crec.org	2646	King, Sheryl	Literacy	shking@crec.org	2843
Brachman, Elaina	Principal	ebrachman@crec.org	2639	Kohnle, Sally	Para	skohnle@crec.org	2816
Caffrey, Mikel-Ann	Tutor	mcaffrey@crec.org	2844	Lacasse, Sarah	Para	slacasse@crec.org	2823
Cassella, Patty	K	pcassella@crec.org	2602	Lebel, Paula	Admin Asst	plebel@crec.org	2632
Chalk, Catherine	Tutor	cchalk@crec.org	2844	Libow, Joya	Tutor	jlibow@crec.org	2844
Chapdelaine, Janine	Pre K	jchapdelaine@crec.org	2617	Litwinka, Norlean	Spec Ed	nlitwinka@crec.org	2638
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Johnson, Michele	Spec Ed	mjohnson@crec.org	2843	Williams, Kathy	4	kwilliams@crec.org	2612

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