



# INTERNATIONAL MAGNET SCHOOL FOR GLOBAL CITIZENSHIP

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## Parent & Student Handbook



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South Windsor CT, 06074  
Phone-860-291-6001  
Fax-860-289-0383  
School Hours: 8:45-3:15

Website:

<http://www.crecschools.org/our-schools/international-magnet-school-for-global-citizenship>

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# CREC Magnet Schools District Calendar 2015-2016

August 2015 (0)							September 2015 (20)							Important Dates
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	
									1	2	3	4	5	<b>Aug 24-25:</b> Teachers Academy <b>Aug 26:</b> District-wide Professional Development Day (All teachers required to attend) <b>Aug 27:</b> School-Based Professional Development Day <b>Aug 28:</b> Fallstaff <b>Sept. 1:</b> School-Based Professional Development Day  <b>Sept. 2:</b> First Day of School <b>Sept. 7:</b> Labor Day <b>Sept. 16:</b> Early Dismissal - Teacher Professional Development* <b>Oct. 7:</b> Early Dismissal - Teacher Professional Development* <b>Oct. 12:</b> No School - Columbus Day <b>Oct. 28:</b> Early Dismissal - Teacher Professional Development* <b>Nov. 3:</b> No School - District-Wide Professional Development Day <b>Nov. 11:</b> No School - Veterans Day <b>Nov. 18-20:</b> Early Dismissal - Secondary School Parent Teacher Conferences <b>Nov. 26:</b> Early Dismissal <b>Nov. 26-27:</b> No School - Thanksgiving Holiday <b>Dec. 9-11:</b> Early Dismissal - Elementary School Parent Teacher Conferences <b>Dec. 23:</b> Early Dismissal <b>Dec. 24-Jan. 1:</b> No school - Winter Break <b>Jan. 1:</b> No school - New Years Day (Winter Break) <b>Jan. 13:</b> Early Dismissal - Teacher Professional Development* <b>Jan. 18:</b> No School - Martin Luther King Day <b>Jan. 29:</b> No School - District-Wide Professional Development Day <b>Feb. 3:</b> Early Dismissal - Teacher Professional Development* <b>Feb. 10-12:</b> Early Dismissal - Secondary School Parent Teacher Conferences <b>Feb. 15-16:</b> No School - Presidents' Day & Break <b>March 9:</b> Early Dismissal - Teacher Professional Development* <b>March 16-18:</b> Early Dismissal - Elementary Parent Teacher Conferences <b>March 29:</b> No School - Good Friday <b>March 30:</b> Early Dismissal - Teacher Professional Development* <b>April 6:</b> Early Dismissal - Teacher Professional Development* <b>April 11-15:</b> No School - April Break <b>April 27:</b> Early Dismissal - Teacher Professional Development* <b>May 11:</b> Early Dismissal - Teacher Professional Development* <b>May 28:</b> Early Dismissal - Teacher Professional Development* <b>May 30:</b> No School - Memorial Day <b>June 8:</b> Early Dismissal - Teacher Professional Development* <b>June 18:</b> Early Dismissal - Last Day of School
							6	7	8	9	10	11	12	
							13	14	15	16	17	18	19	
23	24	25	26	27	28	29	20	21	22	23	24	25	26	
30	31						27	28	29	30				
October 2015 (21)							November 2015 (17)							
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	
				1	2	3	1	2	3	4	5	6	7	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	
25	26	27	28	29	30	31	29	30						
December 2015 (17)							January 2016 (18)							
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	
		1	2	3	4	5						1	2	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	
27	28	29	30	31			24	25	26	27	28	29	30	
February 2016 (19)							March 2016 (22)							
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	
	1	2	3	4	5	6			1	2	3	4	5	
7	8	9	10	11	12	13	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	20	21	22	23	24	25	26	
28	29						27	28	29	30	31			
April 2016 (16)							May 2016 (21)							
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	
					1	2	1	2	3	4	5	6	7	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	
24	25	26	27	28	29	30	29	30	31					
June 2016 (11)							Key							
Su	M	T	W	Th	F	Sa	Key							
			1	2	3	4	<span style="color: green;">■</span> New Teachers Academy							
5	6	7	8	9	10	11	<span style="color: orange;">■</span> Important Dates for Teachers (before 1st day of school)							
12	13	14	15	16	17	18	<span style="color: purple;">■</span> No School							
19	20	21	22	23	24	25	<span style="color: pink;">■</span> Early Dismissal							
26	27	28	29	30			<span style="color: brown;">■</span> Elementary Parent Teacher Conference/Early Dismissal							
							<span style="color: blue;">■</span> Secondary Parent Teacher Conference/Early Dismissal							
							<span style="color: lightblue;">■</span> First/Last Day School							

Secondary School Marking Periods  
 1st Marking Period: September 2-November 6  
 2nd Marking Period: November 9-January 29  
 3rd Marking Period: February 1-April 8  
 4th Marking Period: April 18-June 15

\* Students at the Greater Hartford Academy of the Arts High School will not have early dismissal.  
 \* Students at Academy of Aerospace and Engineering (Grades 6-12) and GHAMAS will not have early dismissal.

Makeup days/snow days will be added in June.  
 A student's observance of a religious holiday is considered an excused absence.

## 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 are integrated through our arts programming. Additionally, the CREC calendar honors particular national holidays throughout the school year.

## **A View of the Culture, Curriculum and Collective Expectations of International Magnet School (IMS)**

### **IMS Mission Statement**

The International Magnet School aims to develop inquiring, knowledgeable, and caring young people; who help to create a better and more peaceful world through intercultural understanding and respect. The International Magnet School is committed to providing all students with the opportunity to learn and achieve to their highest potential and to become effective problem solvers and contributing members of society.

### **Capital Region Education Council Guiding Beliefs**

Our vision is that every student can learn at higher levels and therefore must have access to all educational resources of the region through the system of public schools served by CREC.

Our mission is to work with boards of education in the Capitol Region to improve the quality of public education for all learners.

In order to achieve its mission, CREC will:

- Promote cooperation and collaboration with local school districts and other organizations committed to improved quality of public education;
- Provide cost effective services to member districts and other clients'
- Listen and respond to client needs for the improved quality of its services and its ability to identify and share quality services of its member districts and other organizations committed to public education. CREC schools strive to meet district needs and the needs of students

**CREC believes that:**

- All students can learn
- Administrators and their staff can make a difference in the lives and learning of our students
- A comprehensive administrator evaluation plan, including a professional growth component, is essential to achieve our goal
- Learning is a lifelong responsibility

### **IMS Description**

#### **Bringing Urban and Suburban Children Together**

The school's student population comes from thirty- six different towns. The International Magnet School currently has 365 children in grades K through 5, and 100 children in the Preschool.

## CREC's Role

IMS is managed by the Capitol Region Education Council (CREC), a regional educational service center serving 35 Greater Hartford public school districts. It was founded in 1966 by local school districts working together to solve common problems. Today, CREC administers more than 120 programs and services, all aimed at improving the quality of public education in the region. CREC's Division of Magnet Schools - through its nine interdistrict magnet schools in the Capitol Region - strives to offer the highest quality educational opportunities that reduce the racial, ethnic and socio-economic isolation of students. For more information, visit [www.crec.org](http://www.crec.org).

## IMS Policies and Procedures

### School Hours

The school day runs from 8:45 a.m. - 3:15 p.m.

**ALL VALET AND STUDENT PICK UP MUST BE SIGNED OUT.**

**Student will only be released to individuals noted on the Emergency contact form. All individuals picking up student must have a photo identification on hand.**

Non bus students will be permitted to enter the building beginning at 8:30 a.m., unless your child is signed up for before care. Before care students will be admitted to the building beginning at 7:00 a.m.

Students must be picked up within 10 minutes of dismissal time, or by 3:30, unless they are signed up for aftercare. There is a \$25 per ½ hour late fee for students, not in aftercare, who are picked up after 3:30. Students who participate in aftercare must be picked up no later than 5:30 p.m., or a late fee of \$10 per every ten minutes will be charged.

### Attendance Policy

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 school work 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)

Per guidance provided by the CT State Department of Education in May 2013, students who are tardy are not reportable to SDE as absent.

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 gets written consent from a parent/guardian on the sending district provided form to leave school at age 17.

### **Attendance at IMS**

It is the shared responsibility of school and home to teach students the critical habits of being on time and maintaining excellent attendance. 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 required to contact the school between 7:30 A.M. and 9:00 A.M. on the day of the absence by telephoning the school at 860-291-6001 or email [IMSofficestaff@crec.org](mailto:IMSofficestaff@crec.org) to report the student's absence and the reason for the absence. In the event of absences, parents should contact the student's teacher to take advantage of special services such as the collection of homework assignments for the student who must be out several days.

### **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. At IMS appropriate documentation is a note from parent for days 1-3 and a note from a physician for days exceeding 3 consecutive days.
- B. Students receive an excused absence for the tenth absences and all absences thereafter, 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. Court appearances which are mandated. (Documentation required)
  5. The lack of transportation that is normally provided by the district other than the one the student attends.
  6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines

### **Other**

1. Per guidance provided by the CT State Department of Education in May 2013, "absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence." (i.e.: in the case of an inclement weather situation.) No parental note is needed in the circumstance.
2. Per guidance provided by the CT State Department of Education in May 2013, Extraordinary Educational Opportunities may now be considered excused absences if the established criteria are met. Approvals for Extraordinary Educational Opportunities will be submitted by parent/guardian to the CREC Superintendent's office 10 days prior to the trip.

## 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) or
- B. The absence meets the definition of a disciplinary absence.

## Truancy

A student age five to eighteen\*\* inclusive with 4 (four) 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.

Students who plan to be absent for reasons other than those listed above, should seek approval by presenting a note from home to the principal, who will then indicate approval or disapproval. The responsibility for makeup of work lays with the student or parent, not the teacher. Unless a student has an extended illness, all makeup privileges must be completed within five (5) days after the student returns to school.

Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards. Parents are also encouraged to contact the teachers, or the administrative office to get help in verifying attendance and attendance records at any time during the year.

## Tardiness

Students who arrive late to school or who leave early cause significant disruption to the teaching and learning process not only for all staff and students, but also for the student who is arriving late or leaving early. ***Students who are not in their classrooms by 8:45 a.m. are considered tardy. All students arriving after 8:45 a.m. must be accompanied by a parent, and enter through the front door. Upon entering, parents and students MUST report directly to the office in order to sign in and receive a pass in the office to go to class.*** Additionally, if your student arrives after 8:45 a.m., breakfast will not be available upon arrival. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action if the principal determines that tardiness is excessive.

Leaving Early: Requests for early dismissal must be submitted in writing stating the reason. Early dismissal should be kept to a minimum, as it does disrupt the classroom and the daily routine.

## Unscheduled Release from School

When a student needs to be released from school, please send a written note to the student's teacher who, in turn, will forward it to the school office. Parents/guardians are to meet the student in the school office. When a student becomes ill or has been injured and must be sent home, parents are notified and will be asked to pick up their child from the health room. For the safety and security of our children, students will only be released to the individual who is designated in the written permission release (identification must be presented.)

### Early Dismissal Days

Early Dismissal is at 1:00 p.m unless otherwise specified. Students are expected to be picked up by no later than 1:15 p.m. Aftercare will run its usual hours until 5:30 on these days. Again, there is a fee of \$25 fee per ½ hour for late pick up.

### Emergency School Closing/ Delayed Opening/Early Dismissal (In Case of Inclement Weather)

In the event of an emergency early closing you will receive a phone call via our School Messenger System. Only numbers that are currently listed in our school administrative database will be called. It is critical to keep phone numbers updated at all times. In addition to School Messenger, an announcement will be broadcast on major television stations. Announcement for school delays or closings can be viewed on the following media: Television - WFSB, WVIT and WTNH 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.**

### PLEASE DISCUSS ARRANGEMENTS WITH YOUR CHILD BEFORE A PROBLEM OCCURS.

### Delayed School Opening and School Closing

The International Magnet School will be announced via school messenger and will be announced on local television and radio stations.

IMS **Before and Aftercare** will adjust its hours in accordance with the delayed opening/early closing schedule. Example: if school is delayed 1 ½ hours, the Before Care would begin at 8:30 on that day, instead of the normal 7:00 opening, the After Care Program will be in session on the afternoon of a Delayed Opening. If school is dismissed early due to inclement weather, aftercare will not take place and parents are requested to pick up their child as soon as possible after dismissal time.

### Dress Code

Dress at IMS should be appropriate for an elementary school student. The following are prohibited:

- Hats
- Baggy pants, or low rider pants that leave your skin or underwear exposed
- Shirts that are considered to be insulting or offensive, no drug/alcohol related language, themes or pictures
- Halter tops, or crop shirts that expose midriff
- Sneakers with wheels and flip flops

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.

### Cell Phone 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 has a cell phone on their person during the school day, the phone will be confiscated and the parent/guardian notified. Children, who, for safety reasons, must have cell phones, must receive permission from the principal and keep it turned off and in their back pack.

### Field Trips

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. Some admission fees and/or other costs are not covered by the school. 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 and submitted by the deadline, 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.** Financial assistance is 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.

### Parent Teacher Organization:

The Parent Teacher Organization of IMS is chaired by an elected executive committee and meets monthly. The organization will work closely with parents and IMS professionals to sponsor activities and events that support the unique educational experience offered at IMS, while making every effort not to infringe upon any one person's time and talents. **WE NEED YOU!**

### Lost and Found

A lost and found box is located in the in front of the cafeteria. Please label 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. Items will periodically be discarded if not claimed.

### 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 case of emergency, call the main desk at the (860) 291-6001 and the secretary will contact the teacher.

### Report Cards/Progress Reports

The purpose of the Progress Report/ Report Cards is to give the parents/guardians a clear understanding of how the student is progressing academically, socially and developmentally, as well as an understanding of the factors that may contribute to the student's success. A progress report/Report Card is sent home three times a year in December, March and June. Student led conferences are held to discuss the December and March progress reports. (Please see attached assessment policy) **\*Report Cards/ Progress reports may be withheld if any monetary payment is owed to the school**

## Parent/Guardian and Student - Led Conferences

Parents are encouraged to become partners in their child's educational successes. 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.

## Traffic Concerns

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 by or park in front of a bus
- Parking or driving past a bus with flashing lights may result in a fine from local police
- Put your cell phone away and be alert to all traffic issues and pedestrian safety.
- Follow all Security guard/ duty teacher 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
- Do not park in the fire lane in the front of the school

## 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 the front office 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 at 860-291-6001 or EMAIL the office at [MSOFFICESTAFF@crec.org](mailto:MSOFFICESTAFF@crec.org) by **11:00 AM** on full school days and by **10:00 AM** on early dismissal days to report the transportation changes for that day. All telephone requests must be followed up with an email.

## 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.

## 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.

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

## Emergency Evacuation

In the unlikely event of an emergency evacuation from the International Magnet School, students will walk to Colonial Point Christian Church 855 Chapel Road, South Windsor, CT . (860) 610-0896 .

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

## Change of Address, Home or Work Telephone Numbers

If you should move or change your telephone number (home, work or cell), please notify the school office **immediately**. It is important that parents keep their children's records up to date. Additionally, if you move and receive bus transportation, you should also go on line and fill out a bus change form at:

[https://crecwebssl.crec.org/ws/default.aspx?formname=onlineform&object=Transport.dbo.wSWebForms&s\\_method=Everyone\\_DisplayForm&s\\_TicketTypeKey=change\\_request](https://crecwebssl.crec.org/ws/default.aspx?formname=onlineform&object=Transport.dbo.wSWebForms&s_method=Everyone_DisplayForm&s_TicketTypeKey=change_request)

## Parent/ Guardian Involvement & Communications

Education succeeds best when there is a strong partnership between home and school based on communications 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 PTO events, and being a school volunteer are strongly encouraged.

All CREC Magnet Schools now have a curriculum compact which will be made available to you. We encourage you to read this document thoroughly.

Please contact your school's Parent Engagement Specialist, Kimberly Little if we may be of any assistance to you.

## Promotion and Retention of Students

The International 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 by March 15<sup>th</sup> if retention or acceleration is being considered. *The final decision regarding placement or retention will be made by the principal.*

## School Visitation

Parents/ guardians 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 security guard in the office and receive a visitor's badge. **A visit to the classroom should be arranged with the teacher in advance.**

## Primary Years Programme Curriculum:

The International Magnet School is based on the principles of the International Baccalaureate (IB) Primary Years Programme (PYP). The educational framework is built on six themes of global significance under which skills, attitudes, actions and concepts are taught.

Six Transdisciplinary Themes of Global Significance:

- **Who we are**

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

- **Where we are in place and time**

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives

- **How we express ourselves**

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

- **How the world works**

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

## International Baccalaureate Learner Profile

The members of the IMS community believe that our school should be a safe, happy, peaceful place, where all people are welcome and know they are a part of a rich learning community. To this end we have adapted the International Baccalaureate (IB) learner profile. The following attributes are emphasized throughout the school community and combined, are who we want our learners to be.

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-takers
- Balanced
- Reflective



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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### **International Magnet School Monthly Learner Profile Assemblies**

(Teas will occur fifteen minutes prior to the start time of the assembly)

In order to develop and celebrate the **IB Learner Profile** the International Magnet School holds monthly Learner Profile assemblies. Students and teachers are asked to reflect and nominate students who are living the Learner Profile; these students are celebrated at an administrator tea and whole school assemblies (PK celebrations are held in classrooms). Parents/ Guardians and family members are invited to share in the celebration during the assemblies.

<b>Month</b>	<b>Learner Profile Attribute (Suggested focus for PK/K)</b>	<b>Corresponding attitudes (Suggested focus for PK/K)</b>	<b>Dates Assembly 9:15- 9:45</b>
September	Caring	Respect & Appreciation	Friday, September 25
October	Open- Minded	Tolerance & Empathy	Friday, October 30
November	Inquirer	Curiosity & Enthusiasm	Wednesday, November 25
December	Communicator	Creativity & Cooperation	Tuesday, December 22
January	Risk taker	Confidence & Independence	Thursday, January 28
February	Principled	Integrity & Tolerance	Friday, February 26
March	Thinker	Independence & Curiosity	Thursday, March 24
April	Balanced	Respect & Appreciation	Friday, April 22
May	Knowledgeable	Commitment & Confidence	Friday, May 27
June	Reflective	Empathy & Creativity	TBD

## Special Features of the International Magnet School

### Innovative Curriculum

The essential elements of the IB Primary Years Programme written, taught, and assessed curriculum are infused throughout the school (PK - Grade 5)

- **Approaches to Teaching:** Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experiences and understanding;
- **Concepts:** Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding;
- **Approaches to Learning :** Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or trans disciplinary in nature; (Social Skills, Research Skills, Communication Skills, Thinking Skills, Self- Management Skills);
- **Actions:** Demonstrations of deeper learning in responsible behavior through responsible action; a manifestation in practice of other essential elements.
- **Attitudes:** Dispositions that are fundamental values, beliefs and feelings about learning, the environment and people;

### IB Attitudes:

At CREC's International Magnet School, students are expected to take an active role in their learning of necessary concepts, knowledge and skills. Our focus is also on the importance of instilling positive attitudes within our students. Through encouraging the development and application of the following positive attitudes, the International Magnet School helps to successful global citizens.

### We expect IMS learners to develop and apply the following attitudes:

**Appreciation:** appreciating the wonder and beauty of the world and its people

**Commitment:** being committed to their learning, preserving and showing self-discipline and responsibility

**Confidence:** feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions

**Cooperation:** cooperating, collaborating and leading or following as the situation demands

**Creativity:** being creative and imaginative in their thinking and in their approach to problems and dilemmas

**Curiosity:** being curious about the nature of learning and the world, its people and cultures

**Empathy:** imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions

**Enthusiasm:** enjoying learning

**Independence:** thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments

**Integrity:** having integrity and a firm sense of fairness and honesty

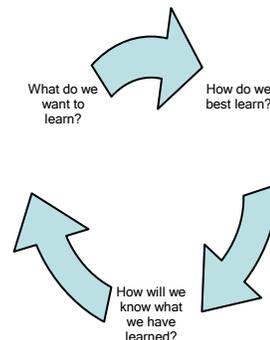
**Respect:** respecting themselves, others and the world around them

**Tolerance:** feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others (Adopted: Guide to the Primary Years Programme, September 1998, IBO)

## Learners Constructing Meaning at IMS

Below is the IMS cycle for constructing meaning. Students and staff are involved in defining the questions to be answered in each unit of study. Activities, instruction and assessment are designed specifically for each unit.

### **IB Learning Cycle**



### Outstanding, Experienced Faculty

The faculty of IMS is representative of IB and Early Childhood trained teachers. Our faculty is specifically trained in the delivery of instruction in the Primary Years Programme. Staff members meet regularly to tailor curriculum content, further individualize instruction and refine the delivery of curriculum through a collaborative learning community.

### Early Intervention Team

IMS has an interdisciplinary and comprehensive team of certified professionals to assess the needs of each of our students. Concerns regarding a child's social, cognitive, physical or expressive development are brought to the team by either school personnel or a parent/guardian. The team identifies strategies to help the child and makes appropriate recommendations to assure that the child's needs are being met.

### Early Childhood Education

IMS enrolls children in Pre K who will be 3 by December of the current year of enrollment. Children enrolled in the Pre K program are guaranteed placement through grade 5. The Early Childhood faculty consists of certified early childhood teachers. Each classroom also has the support of a paraprofessional.

The Early Childhood curriculum has its base in both developmentally appropriate practices and the framework of the International Baccalaureate. The Pre K program provides a stimulating, enriching environment in which children can grow and develop both intellectually and affectively. This environment helps children:

- Become independent
- Explore their environment
- Develop skills through inquiry
- Develop positive self-esteem
- Acquire problem-solving skills
- Use their creativity
- Develop their social skills
- Develop their physical skills
- Develop their communication skills

Children are exposed to a variety of “hands-on” inquiry activities and materials on a daily basis within a thematic focus and in a developmentally appropriate environment. The children have the opportunity to make choices and are guided in their decision-making by the faculty. The children’s peer group includes those from diverse ethnic and socioeconomic backgrounds, as well as those with varying levels of ability. They have many opportunities throughout the day to practice and refine their interpersonal and intrapersonal skills.

### **Early Childhood (Pre-K) Toileting**

The CT 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.

### **Enrichment Programs**

IMS offers enrichment programs for students. Afterschool enrichment classes are offered once week. The goal of the enrichment program is to nurture the mind, body and heart of every child. Students will be offered the opportunity to participate in band and choir.

### **Homework**

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student’s work in school.

#### **General Guidelines for Homework:**

PK as assigned

Kindergarten a minimum of 10 minutes

Grade one a minimum of 20 minutes

Grade two a minimum of 30 minutes

Grade three minimum of 40 minutes

Grade four minimum of 50 minutes

Grade five minimum of 60 minutes

### **IMS Before and Aftercare Program**

**The school day begins at 8:45 a.m. and concludes at 3:15 p.m.** The IMS Before and Aftercare Program for before and/or after school programming (7:00 - 8:45 a.m. and 3:15 - 5:30 p.m.) is available for a fee.

### **IMS Summer Program**

IMS may run a program during the summer months. The planning of the summer program will be ongoing as the needs of the school population change.

## Positive School Climate

### **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 understand their individual role while applying a systematic approach to developing an environment that fosters optimal academic engagement for all students.

CREC Magnet School *parents/guardians 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
- Reflect on conflict and seek ways to restore trust
- Work with teachers, administrators and parents/guardians when school rules are violated to restore environment and relationships

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration and 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.

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, staff, and parents) are expected to demonstrate appropriate behavior at all times. Our code of conduct uses common courtesy and respect as its foundation with the expectation that students will make informed and responsible choices about their behaviors.

Students are responsible for conducting themselves properly in a respectful manner. IMS 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.

Student responsibilities for achieving a positive learning environment in school are reflected in the IB Learner Attitudes. As a learning community our behavior management is embedded in the IB cycle:

- **Choose**
- **Act**
- **Reflect**

Choices and actions are discussed with school personnel as children are guided to reflect on them and their outcomes. IMS faculty and staff will work diligently to help each student recognize the power of their choices and every effort will be made to discipline students within the school environment. (See Attached Reflection Sheet)

### **IMS Positive Behavior Policy**

**Rationale:** Positive behavior in schools is essential as it helps to create a secure, predictable learning environment for children and maximizes time utilized for teaching and learning. Consistently encouraging and acknowledging positive behavioral choices in children will have a strong impact on the school culture as well as the expected standards of behavior. IMS believes that this is a more effective approach to behavior management than sanctions imposed following poor choices.

#### **Guidelines:**

1. IMS will promote positive choices in the following ways:
  - Recognize and highlight positive choices
  - Ensure that all children are praised and/or acknowledged for making positive or good choices
  - Ensure that feedback is constructive and not humiliating or belittling
  - Explain and demonstrate the behaviors and choices we wish to see
  - Inform parents about good choices their children make
  - Acknowledge children and groups for making positive and healthy choices
2. IMS will structure our program for positive choices in the following ways:
  - The environment will be organized to meet the needs of the children and be changed according to accommodate their changing needs
  - Activities and instruction in the classroom will be appropriate in length and content
  - Instruction will be engaging and offer multi-sensory learning opportunities to sustain student interest
  - Each classroom will develop and adhere to a set of Essential Agreements
  - Each classroom will develop and implement a clear structure and a predictable set of routines
  - Behavioral expectations will be made clear to students and staff
  - All staff members will be responsible for addressing behavioral concerns and/or the choices children make throughout the building regardless of the grade or classroom of the child

## Expectations of Student Behavior at IMS

These expectations are based upon the statement in our Behavior Policy that “Positive behavior in schools is essential as it helps to create a secure, predictable learning environment for children and maximizes time utilized for teaching and learning.”

## Essential Agreements for the IMS Learning Community

This Essential Agreement is for all students and teachers and staff at the International Magnet School for Global Citizenship. It guides our learning community. It protects our rights and reminds us of our responsibility in ensuring that each are principled learners who:

- **Act with respect**
- **Make safe choices and use self -management skills**
- **Show integrity**

**Each one of us as a separate person and all of us together, will:**

1. Care for ourselves, others, all property and the environment
2. Celebrate achievements and encourage a positive attitude with a goal of growth and improvement
3. Respect the perspectives, culture and diversity of all members of the community
4. Encourage a solution focused and innovative approach to problem solving
5. Collaborate to build a safe, supportive and risk taking learning community
6. Encourage open communication while hearing the viewpoints of others
7. Use good judgment and reflection in our daily practice
8. Accept support from and be empathetic to others to support balance
9. Help each other to be mindful and reflective of our ability to honor the Essential Agreements

## Positive Behavior in the Classroom

To maintain calm orderly environment principled learners are expected and encouraged to:

- Use property and materials correctly
- Use inside voices
- Raise your hand
- Follow adult directions (*communicator*)
- Use appropriate kind language (*communicator*)
- Stay in the classroom
- Use hall pass when leaving the classroom
- Use walking feet at all times
- Keep hands, feet and objects to yourself
- Know and follow essential agreements (*knowledgeable*)
- Complete work
- Give your best effort at school (*thinker*)
- Stay on task (*commitment*)

### Positive Behavior in the Hallway

To maintain safety and respect the learning and working environment at IMS, principled learners are expected and encouraged to:

- Follow adult directions (*communicator*)
- Hands by our side
- Voices off
- Smiles & quiet waves to friends & teachers (*communicator*)
- Eyes forward
- Walking feet
- Walk on right side of the hallway
- Report problems to a staff member (*communicator/ risk -taker*)
- Get to where you need to go
- Pick up trash (*caring*)

### Positive Behavior in the Stairwell

Principled learners are expected and encouraged to:

- Hands by our side
- Voices off (*communicator*)
- Follow adult directions
- (*communicator*)
- Smiles & quiet waves to friends & teachers
- Eyes forward
- Walking feet
- Walk on right side of the stairs
- Hold the railing
- Report problems to a staff member (*communicator/ risk -taker*)
- Get to where you need to go
- Pick up trash (*caring*)

### Positive Behavior at Lunch and in the Cafeteria

Principled learners are expected and encouraged to:

- Clean up after yourself
- Keep food & drinks to yourself
- Follow adult directions (*communicator*)
- Invite others to join you (*open-minded*)
- Stay seated
- Raise your hand (communicator)
- Keep hands and feet and objects to yourself
- Line up quickly and quietly
- Eat your meal, including your fruits and vegetables (*balanced*)
- Use appropriate and positive language (*reflective, communicator*)

### **Positive Behavior on the Playground**

Principled learners are expected and encouraged to:

- Use appropriate kind language (*caring/ communicator*)
- Follow adult directions (*communicator*)
- Take turns using equipment (*caring*)
- Line up quickly and quietly
- Keep hands & feet & objects to self
- Play safely
- Go down the slide on bottom
- Know and follow established procedures (*knowledgeable*)

### **Positive Behavior in the Bathrooms**

Principled learners are expected and encouraged to:

- Stay in own stall
- Follow adult directions (*communicator*)
- Clean up after yourself (*caring*)
- Put toilet paper in toilet
- Use bathroom quickly & quietly
- Wash your hands with soap and water
- Keep your hands & feet and other objects to yourself
- Report graffiti, damage, or disturbances to a staff members (*communicator/ risk taker*)
- Clean up after yourself (*caring*)
- Return to class promptly

### **Positive Behavior on the Dismissal Line**

Principled learners are expected and encouraged to:

- Use inside voice
- Use appropriate and positive language (*caring/ communicator*)
- Follow adult directions (*communicator*)
- Go straight to your line and stay seated until your bus is called
- Ask permission to leave your line (*communicator*)
- Keep objects in your backpack except books
- Report disturbances, accidents, and injuries to staff members (*communicator/ risk taker*)
- Know and follow established procedures (*knowledgeable*)

### **Positive Behavior on the Bus**

Principled learners are expected and encouraged to:

- Use appropriate kind language (*communicator*)
- Use inside voice (*communicator*)
- Follow adult directions (*communicator*)
- Keep hands, feet, objects to yourself
- Bodies facing forward

- Remain in your seat
- Report graffiti, damage, or disturbances to a staff members (*communicator/ risk taker*)
- Know and follow established procedures (*knowledgeable*)

### **Discipline Policy and Procedures**

The International Magnet School has a belief that strong academics are positively linked with appropriate learning behaviors while students are in school. The staff 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.

### **Commitment to Student Community and Building Citizenship**

The International Magnet School staff will attempt to resolve disciplinary problems by every reasonable means short of exclusion from school and reach non-punitive, productive solutions to student conduct issues. We realize that no two situations that warrant disciplinary action are ever the same. We have a strong commitment to remaining fair to our students, while realizing that it is important to remain flexible and take into account individual circumstances.

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. Such incidents are documented in a discipline documentation form and submitted to the assistant principal or principal. (See copy of Tier II and Tier III forms in appendices. Tier II infractions are behaviors that significantly impact classroom instruction and student learning and/or infringe upon the rights of others. Two or more such infractions in a month will be reported to a parent/guardian. Tier III infractions are considered unsafe and will result in an automatic administrative involvement.

An important part of any disciplinary action is the opportunity to discuss with the student their choices, actions and reflections.

**If above steps do not affect change and the student continually demonstrates aggressive behaviors that are harmful to self or others a safety plan will be put in effect immediately**

### **Safety Plan**

If a student refuses to comply with directions and is demonstrating aggressive behaviors that may be harmful to self or others, the *Crisis Management Team*, will be called to assess the situation. A protective hold may be utilized or the child will be safely escorted to an alternative location. The student's parent will be notified. A building administrator will determine appropriate disciplinary measures and whether or not additional support is needed.

**Possible Consequences for Behaviors**  
**Discipline and Punishment**

**Policy Statement**

The CREC Council believes that good student behavior in a school is extremely important in creating the kind of educational environment in which students will be able to realize their greatest opportunities for growth. Good discipline habits assume consideration for the rights and privileges of others, cooperation with all personnel in the school community, and basic self-respect as well as respect for real and personal property, pride in one's work and achievement within one's ability.

The development of good discipline practices is an on- going interactive process that begins early in a child's life and continues throughout his/her life. The school becomes a critical part of this process because it has the responsibility of teaching and guiding children toward achieving and inculcating good self- discipline. However, if the process is to be successful, the school and the home must work together in an effort to help and guide children toward achieving good self- discipline.

The purpose of this Discipline Policy is to encourage accountability for one's behavior and to assist students in recognizing and learning the proper decisions which will lead to learning to become an independent and productive member of our democratic society.

In applying reasonable disciplinary measures, administrators and staff are encouraged to use their expertise and knowledge of individual students in light of the facts and circumstances accompanying acts or incidents in question. Such measures may involve, but are not limited to, removal, suspension, or expulsion. Whatever measure is employed, the discipline must always be fair and dignified.

All disciplinary incidents, including removal from the classroom for over 90 minutes, are to be properly entered into the State approved reporting system.

**Article I - Disciplinary Procedures - Overview**

- 1.1 When minor violations occur, the usual procedure will be a discussion of the problem with the student and counseling of the student to eliminate repetition of the violation.
- 1.2 Repeated minor occurrences or a serious violation should lead to a parental conference.
- 1.3 When these measures prove ineffective, other disciplinary measures (i.e. - removal from classroom, suspension or expulsion) may be warranted and imposed by the school principal, his/her designee, the Executive Director and/or the Council.

## **Article II - Removal**

**Removal** - means an exclusion from a classroom for all or part of a single class period, provided such exclusion does not extend beyond ninety minutes.

- 2.1 The Council authorizes teachers, with the approval of the school principal, or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom. However, no student shall be removed from class more than six times in any one school year nor more than twice in one week unless the student is granted an informal hearing by the school principal or his/her designee in accordance with Article V.
- 2.2 Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefore.
- 2.3 Each teacher shall maintain an individual student log of disciplinary action in accordance with a designated form. The teacher shall provide the original copy of such log to the school principal when referring a student for disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal must consider the case an in-school suspension or suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.
- 2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of the removal.

## **Article III - In-School Suspension**

**In-School Suspension** - means an exclusion from regular classroom activities for no more than five (5) consecutive school days. In-school suspension does not include exclusion from school. An in-school suspension shall not extend beyond the end of the school year in which the in-school suspension was imposed.

- 3.1 **During an in-school suspension:**
  - a. The student must report on time to the in-school suspension room. Students who do not complete their assignments during their in-school suspension will be given additional time of in-school suspension up to an aggregate of five (5) consecutive school days.
  - b. Special assignments must be completed by the student and returned to the Assistant Principal's office, or the school principal's designee.

- c. Except for lunch, no student is allowed to leave the in-school suspension room unless either an emergency exists or the student is granted permission by the teacher in charge of in-school suspension.
  - d. Uncooperative students are to be reported to the office immediately.
  - e. Additional classroom work may be assigned by the teacher in charge of in-school suspension when appropriate.
- 3.2 Students not complying with the in-school suspension rules indicated above, shall be suspended out-of-school after an informal hearing with the school principal or his/her designee as set forth in Article V.

#### **Article IV - Suspension**

**Suspension** - means exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days or a total of fifty (50) days in one school year. A suspension shall not extend beyond the end of the school year in which the suspension was imposed. For purposes of reporting, partial day removals are to be included when determining the number of days a student has been suspended.

- 4.1 Unless an emergency situation requiring the student's immediate exclusion exists, the school principal shall observe the procedures set forth in Articles V and VI, in all actions which may lead to suspension. In the event of an emergency, the procedure must be initiated as soon after the cessation of the emergency as possible, but no later than seventy-two (72) hours after the exclusion.
- 4.2 No student shall be suspended prior to having an informal hearing before the school principal or his/her designee, in accordance with Article V.

#### **Consequences for not following Bus Rules**

If your child does not follow the bus rules outlined above, and has not listened to the driver's warnings to behave properly on the bus, the bus driver will issue a referral notice. Please remember that riding the bus is a privilege. Because student misbehavior can endanger the safety of others on the bus, it is a natural consequence for 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 of parents. Warning slip to be returned to the principal upon arrival at school the following day. (Please note that the drivers typically speak to students several times about inappropriate behaviors before making a written report.)

#### **2nd Offense**

Student may be relieved of privilege to ride (1-5 days) pending meeting/discussion by student and parent with principal, at which time the principal shall determine the appropriate number of days.

### **3rd Offense**

Relieved of privilege to ride (up to 10 days) pending meeting by student, parent, and bus driver with principal, at which time the principal shall determine when the privilege to ride will be restored.

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

### **Bullying**

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 cyber bullying, 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.

Public Act No. 11 - 232 clearly indicates that bullying may occur: on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, as well as outside of the school setting.

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.

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 the IMS safe school climate plan may be obtained by contacting Jessica Gruttola, IMS Safe School Climate Specialist at [jgruttola@crec.org](mailto:jgruttola@crec.org).

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

The Safe School Climate Specialist 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.

## **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. Regina Terrell 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.

## IMS Health Policies and Procedures

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

The school nurse is available daily. The school nurse keeps an accurate record of the student's health and development. She attends to the health issues of all students while they are in school. She also serves as a liaison as needed between families, school, community and other health care providers.

### Administration of Medication

Parents/Guardians of students requiring medication during school should contact the school nurse. ***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. **NO MEDICATION** should be sent in with a child. A parent/guardian must bring medication to and from school and give it to the principal or nurse. This medication must be reviewed with the nurse/parent/guardian. Do not give the medication to the bus monitors/drivers or teachers. **The medication must be in the original, labeled container.**

If your child is taking any medication at home (on a regular or temporary basis) the school nurse should be informed in writing of the drug name/dosage. This is for the safety of your child should he or she experience untoward reactions from the medication while at school. Please complete and the Standing Medical Orders if you would like your child to receive any over the counter medications described in the Medical Standing Orders.

### Immunizations & 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 6<sup>th</sup> or 7<sup>th</sup> grade and in the 9<sup>th</sup> and 10<sup>th</sup> grade. 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.

A **completed physical exam** recorded on the State of CT Department of Education Health Assessment Record form (Blue form) with all immunizations documented must be submitted prior to the 1<sup>st</sup> day of school for all Kindergarten students even if they have attended pre-K. This physical exam must be done and dated no later than within 1 year prior to the 1<sup>st</sup> day of school for that year. These forms are available from your primary health care provider.

Students that are exempt from immunizations must complete a “Religious Exemption form” every year. Students must go to their doctor (not their school nurse) in order to get the form and speak with their doctor about it. Forms must be “witnessed” and notarized by individuals i.e. judge, town clerk, etc. but **NOT** the school nurse

Primary care providers should have these forms or you may pick one up at IMS from the nurse.

***SCHOOL ENTRANCE will be denied*** to any child without complete records of physical exam and immunizations. Please call the school nurse should you need assistance.

### **Emergency Medical Treatment**

Parent/guardians are required to complete emergency contact information every year. ***THIS FORM IS OF UTMOST IMPORTANCE FOR THE SAFETY OF YOUR CHILD.*** Please contact the school immediately with any changes or updates to this information. We will use this contact information to call you if your child is ill or hurt. We will call the alternate contact persons that you list if we are not able to reach you within an amount of time that is acceptable for the condition of your child.

### **Hygiene**

At IMS we insist upon and reinforce good hand-hygiene to prevent the spread of germs/illness. Soap and water is best and our first choice but we also use non-alcohol hand sanitizers when needed. We do not permit students to carry hand sanitizers/lotions in their back-packs.

### **Sunscreen at School**

If you would like your child to wear sunscreen, we ask that you apply it before your child comes to school. It can then be applied again at school by a staff member. A child who is capable of applying his/her own sunscreen may do so only with supervision from a staff member. The sunscreen must be provided by the parent/guardian and is not to be shared with other students (unless siblings in same class). We do not permit spray sunscreen as it can be a hazard to others when sprayed. The lotion or stick form should be labeled with your child’s name and placed in a Ziploc bag. **You must sign a sunscreen permission form in order for your child to be able to have sunscreen at school.**

### **Peanut Allergies**

IMS is not a peanut-free school. We are very aware that there are many children with peanut allergies. If we know of a child with peanut allergies we make every effort to help the child avoid contact with foods that may contain peanuts. We do ask that if someone is bringing in a snack to share that it does not contain peanuts/tree nuts.

### **Snacks/lunches**

Due to many allergies (known and unknown) we ask that students do not share/trade food while at IMS. We encourage families to select and provide healthy food/drinks for their children while at school. Lunch menus will be made available in hard copy as well as online. Students have several choices daily. There is always a vegetarian option.

### **Birthday Celebrations**

Classroom celebrations will be minimized in school and treats will be limited to those on our healthy snack list below. Due to various food allergies as well as medical conditions, all birthday treats **MUST be cleared with the school nurse**. There will be no exceptions. While you are welcome to drop off a birthday treat in the school office, school is not the environment for a family celebration of your child's birthday. Additionally, due to severe allergies, no balloons are allowed to be brought in for celebrations.

### **Approved Healthy Snack List**

- Bags of Pretzels
- Animal Crackers
- Fresh fruit (cut up)
- Fruit cups
- Fresh vegetables
- Cheese & Crackers
- Fruit Snacks/ Fruit Rollups
- Raisins
- Go-gurt/yogurt
- Goldfish
- Cheez-Its
- Teddy Grams
- Graham Crackers
- Saltines
- String Cheese
- Cereal Bars (no nuts please)
- Trail Mix (no nuts please)
- Pudding
- Jello

### **Health Screenings**

These will be conducted annually on all students starting at the kindergarten level. Students who fail will be re-tested and any child that fails the retest will receive a referral in writing to have the child tested further. This is just a basic screening procedure. The parent/guardian is always welcome to request additional vision and hearing screenings. For specific concerns and in-depth evaluation please call your primary doctor. Fifth graders will be screened scoliosis (curvature of the spine).

## Health Office

Please feel free to call the school nurse, Colleen Webber to discuss the health concerns/issues of your child. 860-291-6001 x 8208, or email her at: [cwebber@crec.org](mailto:cwebber@crec.org) .

Please remember the following:

- All absences **must be reported** by calling the school prior to 9:00 a.m. each day of absence, 860-291-6001, or an email sent to [IMSofficestaff@crec.org](mailto:IMSofficestaff@crec.org). The nurse tracks illness/injuries of all students.
- Update us with any changes to your contact information or health concerns/issues of your child.
- All children must have a change of clothes in a bag with the child's name on it (including top/bottom/socks/underwear) in school at all times.
- Parents must inform the school immediately of any changes in contact information

## Communicable Disease Policy

**If your child has a fever (100° or higher without fever reducing medication e.g. Tylenol, ibuprofen), 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
- Strep - student may return after 24 hours on medication and a note from the physician
- 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.

## Outdoor Recess Policy

CREC Health Services recommends that students remain indoors when temperatures are 34°F or below or there are severe snow/wind/ice factors or there is a heat index of 95, (this will be at the discretion of the Principal and School Nurse). Please make certain your child comes properly dressed for outside recess. 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 physical education, then they will also be excused from recess.

## 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 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.”

### **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. Request to review these plans may be made in the school office.

### **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(ren)’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.

### **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 advisor, 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.

## IMS Before and Aftercare

### Registration

Each year you must re-register your child. Registration does not roll over year to year. Registration for the entire year must be filled out and returned before the first day of school. There are only a certain number of slots for the Before and Aftercare Program. Registration is on a first come first served basis for each new school year.

Registration forms for the IMS Before and Aftercare Program during the school year must be submitted 2 weeks prior to the start date. Students will not be added to the list without a completed registration form and paid first week fee each new school year.

### Student Drop Off and Pick Up

Students may not come to the IMS Before Care before 7:00 a.m.  
Students MUST be picked up by 5:30 p.m.

**NO STUDENT IS ALLOWED IN THE BUILDING BEFORE 8:30 a.m.** unless signed up for the Before Care Program. This is for your child's safety.

ALL students MUST be signed in and out by someone at least 18 years of age and that individual must be identified on the students' registration form. No student will be released to anyone who is not designated in WRITING. If you need to add someone to the list, please do so in writing or via email. NO telephone requests can be honored, for the safety of the students.

### Late Student Pick Up

The after-school hours end at 5:30 p.m. on a school day.

**A late fee of \$10 for every 10 minutes that you arrive after 5:30 p.m. will be assessed and billed.**

### Billing

Parents will be billed monthly, on the first of the month. Payments will be due no later than the last day of the month. You may pay ahead, but all balances need to remain current. Only unplanned early release days (e.g. snow days) will be credited.

### Inclement Weather/Emergency closings

If IMS has a *Delayed Opening*, the IMS Before Care Program will open late i.e. instead of 7:00 a.m. it will open at 8:30 a.m. for a 1 ½ hour delay. If IMS has an unscheduled *Early Closing*, parents are expected to pick students up as soon as possible; there will be no After Care.

### Lost or Stolen Items

The IMS Before and After Care is not responsible for any stolen or broken. We ask that students not bring any electronics or toys to the program. All toys and materials are provided.

For full information, please see the IMS Before and Aftercare Handbook.

## **Policies & Procedures**

### **Admission / Lottery Process**

1. Connecticut residents are eligible to apply for admission to IMS via a lottery.
2. A lottery will be held in the spring for all children applying to IMS. Currently IMS serves children in grades PK3 - Grade 5. Children must turn 3 years old during the calendar year (January 1<sup>st</sup> through December 31<sup>st</sup>) for which they are applying e.g. 2015 - 2016 must be 3 by December 31, 2015. Race/Ethnicity/Gender data will not be used for admission purposes. Those accepted will be notified by mail. When an applicant is selected in the lottery, parents need to accept or decline the position within the time frame designated in the acceptance letter, or their lottery position will be given to the next applicant.
3. All applications must be received no later than the time and date designated on the RSCO website, ([www.choiceeducation.org](http://www.choiceeducation.org)). No exceptions to the application deadline date will be allowed.
4. Preference will be given, but not guaranteed, to siblings of current students at IMS, provided the application and sibling form 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.
5. If parents withdraw a child who is enrolled in kindergarten or any higher grade, they must withdraw all siblings.
6. If there is a change in residency, the office must be notified. Any move from Hartford to a suburban district or from a suburb to Hartford or from one suburb to another may impact the child's placement.

### **Registration Requirements**

- Three documents showing proof of residence, such as a utility bill and lease/mortgage, one must be a photo id;
- Birth certificate or passport may be used for proof of birth (if child is coming from outside U.S.)
- A copy of the child's most recent report card (if applicable);
- Current Health and Immunization Records.
- Completed Emergency Contact form with a minimum of two emergency contacts in addition to parent/guardian.
- Student verification form completed by the town of residence for all students residing outside of the city of Hartford

**NOTE: Student verification form must be resubmitted annually, and signed off by the resident town after July 1<sup>st</sup> of the coming school year.**

## **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 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 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 which 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.

## **Cheating/ Plagiarism (Academic Dishonesty)**

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism are not acceptable. The misrepresenting 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 of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation. (See attached IMS Academic Honesty Policy)

## **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)

## **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, 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 Erica Callahan or the CREC District Liaison, Carole Kerkin.

### **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 your school's Parent Engagement Specialist, Kimberly Little, if we may be of assistance to you.

### **Sexual Harassment**

Sexual Harassment will not be tolerated among students of the school district. It is the policy of the Board of Education that 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 the Board. 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**

The possession and /or use of cigarettes is strictly forbidden on IMS property or while at an IMS activity. Smoking or use of tobacco products is not permitted on school grounds by any member of our community.

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 law.

### **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 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 is 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.

### **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.

### **TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES**

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager by calling 860-524-4077. A written record of all complaints will be maintained and an investigation of the allegations will take place. A form may be completed online

website, at:

[www.crec.org](http://www.crec.org) click on transportation to access the following link:

[https://crecwebssl.crec.org/ws/default.aspx?formname=onlineform&object=Transport.dbo.wsWebForms&s\\_method=Everyone\\_DisplayForm&s\\_TicketTypeKey=complaint](https://crecwebssl.crec.org/ws/default.aspx?formname=onlineform&object=Transport.dbo.wsWebForms&s_method=Everyone_DisplayForm&s_TicketTypeKey=complaint)

### **The Selling of Goods or Products**

Students and parents are not permitted to sell any items (candy bars, candles, etc) for outside groups. Any sales promotions are conducted through the Parent Teacher Organization of IMS.

### **Gift Giving**

It is preferred that students and parents do not give gifts to teachers and staff. A student created card or letter is always appreciated.

# Appendices

**CREC Magnet Schools–International Magnet School  
2015-16 Before/After Care Program Application**

Please complete this form and return to Elena Rodriguez at IMS Main Office

The initial payment (\$35.00 for Before care, \$75.00 for After care & \$100.00 for Before and After care) for each student is due with submission of this form.

**Registration Information:**

Please contact the program coordinator for any concerns regarding your child(ren). We do not have access to school files.

Check	Action	Date
	New Registration: Student(s) will begin participation on	
	Change scheduled hours of participation. Changes will begin on	
	Student(s) will no longer participate in Before/After Care program as of	

**Student Information:**

Student Name(s)	Date of Birth	Grade	Teacher	M/F	Allergies

**Parent/Guardian Information:**

Parent/Guardian Name:		Relationship:
Address:		Student lives with (YES or NO)
Home phone:	Cell phone:	Work phone:
Email address:		

Parent/Guardian Name:		Relationship:
Address:		Student lives with (YES or NO)
Home phone:	Cell phone:	Work phone:
Email address:		

**Emergency Contacts/Authorized to Pick Up:**

(Please note that for the safety of your child(ren), we will not release them to any person not on this list)

Name	Relationship	Cell Phone	Work/Home Phone

**Student(s) Name(s):**

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Select	Option	Description	Days	Hours	Cost/month	Cost/week
	I	Before Care	M-F	7:00-8:30 am	\$126	\$35
	II	After Care	M-F	3:15-5:30 pm	\$270	\$75
	III	Before and After Care	M-F	7:00-8:30 am & 3:15-5:30 pm	\$360	\$100
	IV	Half Day Aftercare	17 Days	1:00-5:30 early release Days ONLY (Separate Application)	\$306.00 Entire Fee	-

The following options are available, on a first come, first serve basis, to a limited number of students.

Select	Option	Description	Days	Hours	Cost/month
	Ia	Before Care	M, W, F	7:00-8:30 am	\$75
	Ib	Before Care	T, Th		\$52
	IIa	After Care	M, W, F	3:15-5:30 pm	\$165
	IIb	After Care	T, Th		\$112

**Parent/Guardian Acknowledgement:**

I/we have read, understand and agree to adhere to all of the policies, procedures and expectations outlined in the International Magnet School Before/After Care Family Handbook.

I/we agree to pay all fees owed on a WEEKLY or MONTHLY (circle one) basis.

In the event of an emergency, I/we authorize my/our child(ren) to be treated at \_\_\_\_\_ Hospital.

Parent/Guardian Name (please print)	Parent/Guardian Signature	Date

The following is for federal and state reporting purposes only:

Ethnicity (circle one)	American Indian	Asian	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin
What language did the student(s) learn to speak first?					
What is the primary language spoken by parents/guardians or other persons living in the student's home?					
What is the primary language spoken by the student(s) at home?					

Behavior Tracker  
Level 2 (Only check one reason per box)

Student Name: \_\_\_\_\_  
 Referring Staff: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_

Date: \_\_\_\_\_  
 Time of Incident: \_\_\_\_\_

<p><b><u>Defiance</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Refusal to follow teacher request after 3 prompts</li> <li><input type="radio"/> Incompletion of work</li> <li><input type="radio"/> Dishonesty</li> <li><input type="radio"/> Leaving area w/o permission</li> <li><input type="radio"/> Other _____</li> </ul>	<p><b><u>Locations</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Café</li> <li><input type="radio"/> Gym</li> <li><input type="radio"/> Playground</li> <li><input type="radio"/> Classroom</li> <li><input type="radio"/> Hallway</li> <li><input type="radio"/> Bathroom</li> <li><input type="radio"/> Bus line</li> <li><input type="radio"/> Library</li> <li><input type="radio"/> Music</li> <li><input type="radio"/> Art</li> <li><input type="radio"/> Language room</li> </ul>
<p><b><u>Disrespect</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Toward Staff</li> <li><input type="radio"/> Toward peers</li> </ul> <p><b><u>Disruption</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Leaves seat repeatedly</li> <li><input type="radio"/> Yelling/shouting out</li> <li><input type="radio"/> Other _____</li> </ul>	<p><b><u>Perceived Motivation</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Obtain peer attention</li> <li><input type="radio"/> Obtain adult attention</li> <li><input type="radio"/> Obtain item/activities</li> <li><input type="radio"/> Avoid peers</li> <li><input type="radio"/> Avoid adults</li> <li><input type="radio"/> Avoid task/activity</li> <li><input type="radio"/> Don't know</li> <li><input type="radio"/> Other _____</li> </ul>
<p><b><u>Inappropriate Language</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Name calling/teasing</li> <li><input type="radio"/> Swearing</li> <li><input type="radio"/> Minor threatening</li> <li><input type="radio"/> Other _____</li> </ul>	<p><b><u>Others Involved</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Peers</li> <li><input type="radio"/> Teacher</li> <li><input type="radio"/> Sub</li> <li><input type="radio"/> None</li> </ul>
<p><b><u>Physical contact/aggression (w/o malintent)</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Touching others</li> <li><input type="radio"/> Using feet, hands, body</li> <li><input type="radio"/> Throwing objects</li> <li><input type="radio"/> Other _____</li> </ul> <p><b><u>Property Misuse</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Using playground equipment unsafely</li> </ul>	<p><b><u>Action Taken</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Loss of Privilege</li> <li><input type="radio"/> Conference with student</li> <li><input type="radio"/> Reflection Time</li> <li><input type="radio"/> Parent Contact</li> <li><input type="radio"/> Other: _____</li> </ul>
<p><b>Comments:</b></p>          	

**Parents were notified on:** \_\_\_\_\_ **How notified:** \_\_\_\_\_

(Only check one reason per box)

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Referring Staff: \_\_\_\_\_

Time of Incident: \_\_\_\_\_

Grade Level: \_\_\_\_\_

<p><b><u>Physical Aggression</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> Hitting</li><li><input type="radio"/> Kicking</li><li><input type="radio"/> Throwing items</li></ul> <p><b><u>Disruption</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> More than 5 minutes instruction is impacted</li></ul> <p><b><u>Out of Bounds</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> Leaves area without permission</li></ul> <p><b><u>Forgery/Theft</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> Theft</li><li><input type="radio"/> Forgery</li></ul> <p><b><u>Property Damage/Vandalism</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> _____</li></ul>	<p><b><u>Locations</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> Café</li><li><input type="radio"/> Gym</li><li><input type="radio"/> Playground</li><li><input type="radio"/> Classroom</li><li><input type="radio"/> Hallway</li><li><input type="radio"/> Bathroom</li><li><input type="radio"/> Other _____</li></ul>
<p><b><u>Restraint/Seclusion</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> None</li><li><input type="radio"/> Restraint</li><li><input type="radio"/> Seclusion</li><li><input type="radio"/> Both</li></ul>	<p><b><u>Perceived Motivation</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> Obtain peer attention</li><li><input type="radio"/> Obtain adult attention</li><li><input type="radio"/> Obtain item/activities</li><li><input type="radio"/> Avoid peers</li><li><input type="radio"/> Avoid adults</li><li><input type="radio"/> Avoid task/activity</li><li><input type="radio"/> Don't know</li><li><input type="radio"/> Other _____</li></ul> <p><b><u>Others Involved</u></b></p> <ul style="list-style-type: none"><li><input type="radio"/> Peers</li><li><input type="radio"/> Teacher</li><li><input type="radio"/> Sub</li><li><input type="radio"/> None</li><li><input type="radio"/> Unknown</li></ul>
<p><b>Comments:</b></p>    	
<p><b>Parents were notified on:</b> _____ <b>How notified:</b> _____</p>	
<p><b>Administration Action:</b></p>    	





At IMS We Reflect to Grow As Learners!



Name \_\_\_\_\_ Date \_\_\_\_\_ Classroom \_\_\_\_\_

Reflected with \_\_\_\_\_ & \_\_\_\_\_

Family Signature \_\_\_\_\_

1. **Perspective** This is what was happening before I took action

2. **Action** This is the action I took ( What I did )

3. **Reflect** Being..... could help me make choices

Balanced 	Open- minded 
Caring 	Principled 
Communicator 	Reflective 
Inquirer 	Risk taker 
Knowledgeable 	Thinker 

3. **Choose** ( I use what I have learned to make decisions for next time) **This is what I will do**

Staff Comments -

Parent/ Guardian Comments-

**International Magnet Individual declaration of  
Academic Honesty**

By signing this declaration I am confirming that I understand the meaning of 'plagiarism' and the meaning of 'collusion'.

**Plagiarism** is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (e.g. published books, periodicals, or the web) without due acknowledgement in the text.

**Collusion** is the presentation by a student of an assignment that is claimed to be his or her own work, but is in fact the result in whole or in part of unauthorized collaboration with another person or persons.

I, \_\_\_\_\_ declare that for this submitted work:

I was a principled and ethical researcher;

- I did not cut-and paste information from others without appropriate use of quotation marks and direct reference to their work;
- I did not re-word the ideas of others without proper and clear acknowledgement;
- I did not write ideas or suggestions that originated from others and claim these as my own;
- I did not include words from other students' work without permission;
- I did include a work cited page or a bibliography.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# International Magnet School for Global Citizenship Assessment Policy

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# IMS Assessment Philosophy

The International Magnet School for Global Citizenship (IMS) aims to develop inquiring, knowledgeable, and caring young people; who help to create a better and more peaceful world through intercultural understanding and respect. At IMS, we believe that assessment should guide instruction in order to meet the needs of all learners. By assessing both the process and the product we gain insight into the individual learner. Assessment allows teachers, staff, parents, and students to reflect on:

- Acquisition of knowledge (New Learning)
- Understanding of concepts
- Mastery of skills
- Development of attributes/ attitudes
- Decision to take responsible action

## Who is involved in student assessment?

Children, teachers, parents, administrators, and CREC cabinet members must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. (Primary Years Program Assessment Handbook, January 2000. © International Baccalaureate Organization)

Children and teachers should be actively engaged in assessing student progress and development of critical thinking and self-evaluation skills. Student self-assessment is a key component of an IB program. Teachers also evaluate the efficacy of the program.

## What We Assess

Through the IB PYP Program of Inquiry, IMS teachers strive to provide the opportunity for learners to construct meaning primarily through inquiry. This is accomplished by emphasizing the connections between subject-specific knowledge and Trans disciplinary skills and themes. The Trans disciplinary themes--Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, How We Share the Planet--provide a focus for inquiry, while literacy and numeracy provide the tools. Feedback should be given on student progress and performance in each of these areas.

Additionally, feedback is provided on the attributes listed in the PYP Learner Profile: Inquirer, Communicator, Thinker, Risk-Taker, Knowledgeable, Principled, Caring, Open-Minded, Balanced, and Reflective.

At the International Magnet School, we assess performance and progress in each of the following subject areas: English language arts, Spanish, Mandarin, math, science, social studies, physical education, art, music, and social skills. We incorporate student attitudes and attributes

to everyday learning. We assess Central Ideas and attempt to incorporate the CREC objectives and assessments when they are related to enduring understandings.

## Why We Assess

*The PYP describes the taught curriculum as the written curriculum in action. Using the written curriculum, and in collaboration with colleagues and children, the teacher generates questions which guide structured inquiry and instruction. These questions address the eight key concepts, which help lead to productive lines of inquiry. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is, therefore, integral to the taught curriculum. It is the means by which we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process. (Primary Years Program Assessment Handbook, January 2000. © International Baccalaureate Organization)*

Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration.

Students' learning is promoted through:

- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Engaging learners in reflection to determine strengths and areas for improvement to set goals
- Providing specific feedback for students
- Expanding student learning opportunities
- Building a profile of children's understanding

Information about student learning is provided through

- Examples of student work or performances
- Statistics relating to benchmarks and/or rubrics or test scores
- Test results

Program evaluation uses a variety of student assessments to:

- Assess the levels of students' current knowledge and experience before embarking on new learning
- Assess new learning
- Guide teacher planning and presentation

- Assess student performance relative to national, state, and local standards as well as PYP expectations
- Focus on closing the achievement gap

## When We Assess and Types of Assessment

Assessment occurs every day in some format, at IMS variety of assessments demonstrates our belief that children learn in different ways, at different rates, and at different times. The result of assessment is considered a critical element that influences teacher decision-making and guides student learning.

### Types of Assessments

#### Pre-Assessment

Pre-assessment occurs before beginning a new learning to understand prior knowledge and experiences. Pre-assessment allows teachers and students insight into where learning can begin.

#### Formative Assessment

Formative assessment is woven into the daily learning process and provides teachers and students with information about how learning is developing, it aides students and teachers in planning the next stage of learning. *Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. (IBO 2009)*

#### Summative Assessment

Summative assessment occurs at the end of a learning cycle, students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

#### Exhibition as Summative Assessment

This occurs during the last trimester of fifth grade and provides a culminating learning experience for the IB Primary Years Program. Key purposes of the exhibition include:

- Allowing students participate in collaborative inquiry that demonstrates independence and responsibility for their learning
- Enabling students to synthesize and apply learning from previous years and reflect on the PYP journey
- The demonstration of students taking action as a result of learning
- Uniting students, teachers, parents, and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP

## Standardized Testing

A standardized test is administered under controlled conditions that specify where, when, how, and for how long children respond to the questions. In standardized tests, the questions, conditions for administering, scoring procedures, and interpretations are consistent. A well designed standardized test provides an assessment of an individual's mastery of a domain of knowledge or skill.

(e.g. STAR\*, PALS, LASlinks)

### \*Computerized Adaptive Testing

Computer Adaptive Testing successively selects questions for the purpose of maximizing the precision of the exam based on what is known about the examinee from previous questions. From the examinee's perspective, the difficulty of the exam seems to tailor itself to his/ her level of ability. For example, if an examinee performs well on an item of intermediate difficulty, he/she will then be presented with a more difficult question. Or, if he/she performed below expectation, he/she would be presented with a simpler question.

## Assessment Strategies

Assessment in the classroom answers the question, "How will we know what we have learned?", assessment at IMS includes but is not limited to:

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Figure 15

- **Observations:** All students are observed regularly with a focus on the individual, the small group, and/or the whole class.

- **Performance Assessments:** Students are presented with a task that represents the kind of challenges that adults face in the world beyond the classroom. It requires using a repertoire of knowledge and skills to accomplish a goal or solve an open-ended problem. In addition, it entails the thoughtful application of knowledge rather than recalling facts. It has an identified purpose or audience, involves a realistic scenario, it has an established criteria and requires developing an authentic product or performance
- **Trans disciplinary Skills Assessments (research, thinking, communication, self-management and social skills):** The focus is on the process and skill application rather than on the product. These skills are regularly observed in real contexts using checklists, narrative notes, and inventories.
- **Open-Ended Assessments:** Students are presented with a challenge and asked to provide an original response.
- **Tests/Quizzes:** These single-occasion assessments provide a snapshot of students' specific knowledge.
- **Portfolios:** An ongoing, purposeful collection is composed of selected student work and designed to demonstrate growth, and creativity. *Portfolios enable students to reflect with teachers, parents, and peers in order to identify their strengths and growth as well as areas for improvement, and then set individual goals and establish teaching and learning plans.* (Making the PYP Happen, January 2009. IB0)

## Student Portfolios

**Purpose:** Student portfolios enable students to reflect on learning, show growth over time, and celebrate student learning both within and outside the Program of Inquiry (POI) in all subject areas. Students use portfolios to communicate this growth with parents at conferences and with teachers and peers throughout the year.

### Management Guidelines-

- One ½" binder separated by tabs into grade levels
- Follows child PK-5, passed from one teacher to another before the new school year and given to the child at the end of fifth grade or when they leave the school
- Student managed with teacher guidance
- A variety of media may be represented to reflect different learning styles and experiences, including drawings, photos, voice recordings, videos, and multimedia
- Accessible to students to allow opportunities to revise and reflect
- Includes a balance of teacher- selected and student- selected work dependent upon the developmental stage of the student
- Students are able to explain why specific materials are in their portfolios
- Each selection must have a date and some form of reflection

## Content:

### Grades PK-2 (Compiled of teacher and student selections)

Reading: Student reflection on how reading has progressed

Writing: Writing sample from each term to show growth

Math: Assessment sample chosen by the teacher and/or a student sample from each term

Inquiry: Sample chosen by teacher and/or a student sample from each unit of Inquiry

Personal: Sample regarding the Learner Profile, attitudes, goals, behavior etc.

Essentialists: Sample reflection from each subject

### Grades 3-5 (Student selections)

Reading: One selection from each term

Writing: One selection from each term

Math: One selection from each term

Inquiry: One selection from each term

Personal: One sample from each term regarding the Learner Profile, attitudes, goals, behavior etc.

Essentialists: One sample, for each subject, for each term

## How We Report on Assessment

### Conferences

The purpose of conferences is to share information about goals and progress between teachers, students, parents/guardians. Conferences may be formal or informal.

- **Teacher/student** conferences occur frequently to provide feedback to students to enable reflection on their work and further refine and develop their skills
- **Teacher/parent/guardian** conferences provide parents/guardians with information about student's progress, development, and needs.
- **Student-Led** conferences involve parents, teacher, and student. The student is responsible for leading the conference and sharing their learning process with their parent

## Report Cards

Report cards are sent home three times a year. Trans disciplinary skills, learner profile, and attitudes are reflected in the comments that teachers write on every report card and on the IB section of the report card. We strive to communicate, share, and reflect on student learning at the end of each unit.

## Works Cited

- International Baccalaureate Organization, *IBPYP Assessment Handbook*, Geneva, Switzerland.2001
- International Baccalaureate Organization, *Making the PYP Happen*, Geneva, Switzerland.2009
- International Baccalaureate Organization, *Guidelines for Developing a School Assessment Policy in the Diploma Programme*, Geneva, Switzerland.2010

**We also gathered information from the following IB PYP school assessment policies:**

- Wade King Elementary
- Charter Oak International Academy
- The International School at Dundee
- The English School
- Frank C. Martin International
- Branksome Hall

## Assessment Policy Committee

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Stephanie Moran, Reading Teacher

Tina Barone, PK Teacher

Jaime Maynard, PK Teacher

Jane Soto, PK Teacher

Alison Ward, SPED Teacher, Parent

Kelly Palaia, Grade 3 Teacher

Amy Neurither, Grade 2 Teacher

# **CREC International Magnet School for Global Citizenship Language Policy**

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## What is a Language Policy?

*“A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there.” — “Language Policy in Schools”*

A language policy is derived from the school’s language philosophy, and it is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs, and, it is, therefore, also a statement of action that describes practices for achieving and evaluating goals.

Every International Baccalaureate World School is authorized to offer one or more of the three International Baccalaureate programs and is required to have a written language policy.

## CREC International Magnet School for Global Citizenship Language Philosophy

The CREC International Magnet School for Global Citizenship aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The CREC International Magnet School for Global Citizenship believes that language is central to all learning and is the responsibility of all teachers. The school believes that the development of language builds interpersonal and intrapersonal skills and incorporates language learning, learning through language, and learning about language. CREC believes that language instruction is transdisciplinary and provides an environment that promotes, generates, and supports effective communication and language development. Throughout the curriculum, CREC fosters the development of language instruction, world languages, and the mother tongue.

The CREC International Magnet School for Global Citizenship believes that language development is a life-long process and that all aspects of our language program require formal and ongoing informal assessments. These assessments are used to plan appropriate instruction and to evaluate student progress. As a community of learners, the CREC International Magnet School for Global Citizenship believes in ongoing professional development related to all aspects of language development.

## Language Learning

English is taught daily in blocks. However, English language teaching is not limited to that block of time. Features of the English language curriculum include the four Primary Years Programme language strands of reading, writing, listening and speaking, and media literacy. Small groupings for targeting skill development are utilized within the class through differentiated instruction.

# **CREC International Magnet School for Global Citizenship Language Profile**

The CREC International Magnet School for Global Citizenship is a public interdistrict magnet school that enrolls students from several districts within the state. English is the “native” language and is offered to English language Learners (ELL). English is the mother tongue of 84 percent of our students, and English is the language of instruction at the CREC International Magnet School for Global Citizenship. Other languages represented by our student population are: Spanish 6 percent, Hindi 1 percent, Marathi 1 percent, Tamil 1 percent, Telugu 1 percent, Mandarin 1 percent, and Guyanese/Creole 1 percent.

The Programme of Inquiry provides a transdisciplinary approach to the acquisition and application of language.

## **English Language Learners (ELL)**

CREC’s International Magnet School for Global Citizenship recognizes that, in a transdisciplinary program, language is essential to inquiry-based learning and the construction of knowledge. Relevant, authentic, and meaningful contexts, social interaction, and connection to prior knowledge are all essential components to effective language learning in the Primary Years Programme, and students who are non-native English speakers, and who have been identified as being in need of additional English language support, are immersed in regular classroom activities for the maximum amount of time possible. In some cases, identified students attend ELL classes for additional support. ELL classes are facilitated by an ELL teacher, and time spent with students is determined by their needs and abilities and is adjusted accordingly. Currently 5% of the IMS student population is identified as English language Learners

Parents and guardians of incoming students complete a mandatory home language survey that indicates languages other than English that are spoken at home. The survey results are compiled, a screening letter is distributed to parents and guardians, and if necessary, students are assessed using the Language Assessment System to determine English language proficiency. Students identified as ELL are assessed annually using the assessment system, and students exit the ELL program when they score a 4 (proficient) on the assessment.

## **Mother Tongue**

CREC’s International Magnet School for Global Citizenship encourages parents and students to communicate in their mother tongue whenever possible. The school believes that development of mother tongue language is integral to cognitive development and to maintaining cultural identity. Support of mother tongue provides the opportunity for our community to develop intercultural awareness and understanding, and it allows students to maintain appreciation for the language, literature, and culture of their home country.

The CREC International Magnet School for Global Citizenship is committed to providing an environment that supports students and their mother tongue. It strives to support the diversity of the community by continually developing library resources for mother tongue support. As the school population changes and new languages and cultures are represented, appropriate

resources will be purchased. The school will allocate funds through the library budget to purchase mother tongue materials, and it encourages parents to continue developing mother tongue outside of school. Parents are often invited into the school to share language and culture throughout the community. As a community, the CREC International Magnet School for Global Citizenship will continue to develop its resources around mother tongue languages.

## Learning Additional Languages

*“Learning in more than one language is considered essential to an international education and for enriching intercultural understanding.” – “Towards a continuum of international education”*

As an International Baccalaureate World School, the CREC International Magnet School for Global Citizenship is required to offer a second language starting at age 7. Learning an additional language develops multi-literacy skills and attitudes, enabling students to communicate successfully in a global environment. Language learning at the CREC International Magnet School for Global Citizenship is a developmental process whereby students build on prior knowledge and skills in order to progress to the next phase of language development.

The sustained study of an Additional Language provides the opportunity for students to:

- Develop competence in a language other than their mother-tongue
- Appreciate and respect diverse linguistic and cultural heritages
- Develop foundational skills on which future languages can be learned

At the CREC Magnet School for Global Citizenship, all students, except those identified through appropriate assessments, are required to study at least one language in addition to English. Currently, the school offers Spanish in preschool through grade two and both Spanish and Mandarin in grades three through five.

The additional language program both supports and extends the International Baccalaureate units. Students also learn about the cultures of people in Spanish and Mandarin-speaking countries and participate in 45-minute instruction of additional language once every six days. Although additional language is taught in blocks, it is not limited to that block of time. Differentiation occurs in classes based on student needs.

## Language Assessment

Language is assessed on a regular basis, and data is collected from assessments and utilized to inform instruction. It is differentiated according to student needs. A variety of formal and informal assessments are utilized to monitor progress related to language skills (reading, writing, speaking, and listening). For more information about assessments, please refer to the CREC International Magnet School for Global Citizenship assessment policy.

## Professional Development

Language development is the responsibility of all staff members at CREC International Magnet School for Global Citizenship. When there is a district-wide focus on language elements, staff will be sent to appropriate professional development as directed by district-level curriculum

coordinators. When there is a school-wide focus on language elements, staff will be provided professional development according to the needs of teachers, as directed by CREC administration, literacy specialists, and/ or the Primary Years Programme coordinator.

Professional development may occur during weekly grade level and staff meetings. The school administration and the Primary Years Programme coordinator will ensure that school staff is made aware of appropriate professional development opportunities whenever possible, and the coordinator will coordinate all Primary Years Programme professional development. Resources for staff will be available throughout the CREC International Magnet School for Global Citizenship community. These resources will provide teachers with current research and best practices in language learning. Funds will be allocated each year to maintain resources.

## Review

Each year, a language policy committee will form to review the current language policy for the CREC International Magnet School for Global Citizenship. At this time, appropriate amendments will be made and the updated document will be distributed to staff and parents (both a hard copy and electronic copy). Whenever possible, the committee will be made up of staff, administrators, and parents.

**The next review will take place in August 2015.**

## Works Cited

- International Baccalaureate Organization, *Guidelines for Developing a School Language Policy*, Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales GB CF23 8GL. 2008
- International Baccalaureate Organization, *Making the PYP Happen*, Geneva, Switzerland.2009
- International Baccalaureate Organization, *Learning in a Language Other than Mother Tongue in IB Programmes*, Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales GB CF23 8GL. 2008.

**We also gathered information from the following International Baccalaureate Primary Years Programme school language policies:**

- International School Neustadt
- Dwight School Singapore
- The International School at Dundee
- CREC Metropolitan Learning Center for International and Global Studies
- CREC International Magnet School for Global Citizenship assessment policy

## Language Policy Committee

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Katy Twyman, Grade 5 Teacher

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Heather Bergeron, Grade 2 Teacher

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Zhengjie Guo, Mandarin Teacher