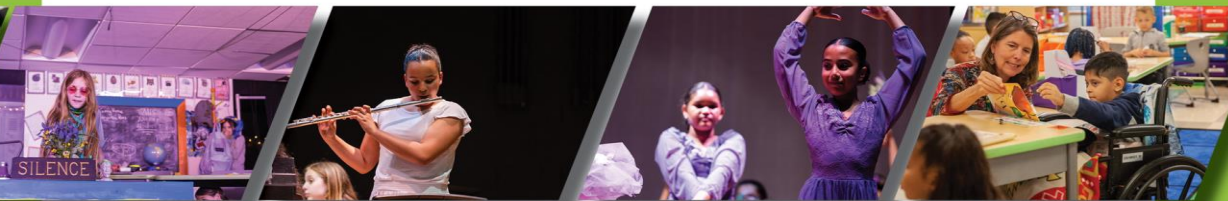


united in excellence

NATHAN HALE ARTS MAGNET SCHOOL

STUDENT-PARENT HANDBOOK
2023-2024 SCHOOL YEAR



Dear Students and Families,

Welcome to the 2023 – 2024 school year!

The Nathan Hale Arts Magnet School's staff and I are looking forward to an amazing year! The material covered within this student handbook is intended as a method of communicating to students and parents/guardians regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice. Consult the district's website or the individual school's website for any significant changes.

This booklet is written for our students and their parents/guardians. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as "you" but rather as "the student," "students," or "children." Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents/guardians need to be familiar with the District's Student Code of Conduct and school safety and security plans which are intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications.

To support your children's ability to reach their fullest potential, our faculty and staff are committed to providing them with a productive learning environment and experience. We believe in a positive approach to student engagement and management. Your children will receive direct instruction and modeling in content area academics, as well as the visual and performing arts that are the essential core to our Magnet Theme. You will see the arts integrated throughout all that we do. Kindly read this material with your students; then sign and return the final page to Mrs. Andrews, andrewsc@newlondon.org.

Sincerely,
Mr. Jason Foster, Principal
Nathan Hale Arts Magnet School

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School Calendar

WWW.NEWLONDON.ORG

NEW LONDON PUBLIC SCHOOLS

SY2023-2024 District Calendar



August

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21st - 23rd - Admin Council
28th - 29th - New Teacher Orientation
30th - 31st - Staff PD Days

September

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1st - Staff PD Day
4th - Labor Day
9th - First Day of School
11th - First Day of School for Preschool

October

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9th - Indigenous People's Day

November

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7th - Parent Teacher Conferences/Election Day
8th - Middle School Quarter 1 Ends
10th - Veterans Day
22nd - 24th - Thanksgiving Break

December

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5th - Elementary Trimester 1 Ends
22nd - Half Day for Students
25th - 29th - Winter Break

January

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1st - New Year's Day
15th - Martin Luther King Jr. Day
25th - Middle School Quarter 2 Ends
High School Semester 1 Ends

February

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19th - 20th - President's Day Break

March

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8th - Parent Teacher Conferences
12th - Elementary Trimester 2 Ends
29th - Good Friday

April

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

3rd - Middle School Quarter 3 Ends
8th - 12th - April Break

May

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27th - Memorial Day

June

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

13th - Last Day of School/
Half Day for Students

=Staff PD Day/ Parent Teacher Conferences
=Denote holidays for staff and/or students as designated
=Early Release for Students (for the purpose of ongoing staff professional development)
=First/Last Day of School
=Denotes End of Semester/Quarter
▲ =Denotes Half Day





Early Childhood Center at B.P. Mission
45 Shaw Street
New London, CT 06320
P. 860-263-8886



Harbor Elementary School
432 Montauk Avenue
New London, CT 06320
P. 860-447-6040



C.B. Jennings International Elementary Magnet
63 Meador Street
New London, CT 06320
P. 860-447-6050



Watertrap STEM Elementary Magnet School
74 Green Street
New London, CT 06320
P. 860-447-6070



Nathan Hale Arts Magnet School
37 Beach Drive
New London, CT 06320
P. 860-447-6060



BGS Multi-Magnet Middle School Campus
36 Water Street
New London, CT 06320
P. 860-437-6477



NLHS Multi-Magnet Campus
20 Chester Street
New London, CT 06320
P. 860-437-6405

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School Calendar



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NEW LONDON PUBLIC SCHOOLS SY2023-2024 Year Round Calendar

*This calendar is for those enrolled in our Grade K/1, 2/3, 4/5 Year Round Program.

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5th - First day of School

August						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16th-31st - Break #1
30th-31st - Staff PD Days
(No school for Students)

September						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1st - Staff PD Day (No school for Students)
4th - Labor Day

October						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9th - Indigenous People's Day
16th-27th - Break #2
31st - Trimester 1 Ends

November						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7th - Staff PD Day/Election Day
10th - Veterans Day
23rd-24th - Thanksgiving Break

December						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18th-30th - Break #3

January						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1st - New Year's Day
16th - Martin Luther King Jr. Day

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

12th-23rd - Break #4
29th - Trimester 2 Ends

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

8th - Staff PD Day
29th - Good Friday

April						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8th-19th - Break #5

May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

27th - Memorial Day

June						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11th - Last Day of School/
Half Day for Students

- Staff PD Day/ Parent Teacher Conferences
No School for Students
- Early Release for Students
(No the amount of missing staff positions)
(No school for students)
- Denote holidays for staff and/or students as designated
- First/Last Day of School



Winthrop STEM
Elementary Magnet School
74 Grove Street
New London, CT 06320
P. 860-447-6070



Nathan Hale Arts
Magnet School
37 Beech Drive
New London, CT 06320
P. 860-447-6060

NEW LONDON PUBLIC SCHOOLS | www.newlondon.org | 860-447-6000

Vision and Mission

New London Public Schools

Vision: United in Excellence

Mission Statement: The mission of New London Public Schools is to educate and graduate students who specialize in one of three themed magnet pathways: International Education, STEM and Visual and Performing Arts, who are well-versed in the academic knowledge and practical experiences necessary to succeed beyond high school; who are critical thinkers and innovators; who are courageous and self-reliant; and who challenge the status quo while enriching their community, country, and global society.

Nathan Hale Arts Magnet School

Vision: We aspire to serve as Southeastern Connecticut's premier K-5 Arts Magnet School: a diverse community of creative and confident scholars dedicated to artistic and academic achievement.

Mission Statement: We are a kind and caring school where students, families, staff, and community members feel welcomed, safe, and valued. Through collaborative relationships, NHAMS provides positive and diverse experiences. We foster an expressive and creative environment, focused on learning and growth, where students and staff are motivated, engaged, and self-directed learners. We recognize our contributions and responsibilities to serve as role models, within and beyond our school walls.

Communication

Admission

A student seeking enrollment at Nathan Hale Arts Magnet School for the first time must enter through the lottery system. Lottery applications are submitted online through the NLPS website, and the process is overseen by Central Office. Please see the New London Public School's website for more information (www.newlondon.org).

Parent, Family and Community Involvement

Education succeeds when there is a strong partnership between home and school based on communications and interactions. Parents and guardians are urged to encourage their children to place a high priority on education and to make the most of their educational opportunities. Parents and guardians should become familiar with all the child's school activities as well as our academic and special programs. Attendance at parent-teacher conferences, participation in parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged. All teachers have access to voicemail and email. If you would like to

give a message or a note to a teacher, please leave it in the school office and staff will see that it reaches the teacher.

How To Contact

Phone: 860-447-6060

Email: teacher's last name, first initial at newlondon.org (Example: smithj@newlondon.org)

Website: <https://nhams.newlondon.org>

Nathan Hale Facebook Page: [@NathanHaleArts](https://www.facebook.com/NathanHaleArts)

Blackboard - School Messenger System

Information about upcoming events, reminders, and announcements will be delivered automatically by phone and/or email to parents through our automated messaging service. **This service relies on the accuracy of information provided by the parent at the time of their child's enrollment.** This information can be updated by contacting the school secretaries andrewsca@newlondon.org or bracamontel@newlondon.org who can assist you with this process.

Parent and Family Organizations

The Nathan Hale Arts Magnet School Parent Teacher Organization [PTO] is intended to encourage a partnership between families and teachers to ensure a positive school experience. PTO provides a vital link between school and community. If interested in joining, please email Lorena Bracamonte at bracamontel@newlondon.org. More information will soon follow regarding live or virtual PTO Meetings. Please also note that **volunteering opportunities** are also available. Volunteering will require the completion of an application, an interview, a search in sex offender site and a staff member assignment.

Arrivals, Dismissal, and Transportation

School Hours

8:20 AM – 3:04 PM (M, T, Th, F)

8:20 AM – 2:24 PM (Wednesday Early Release Days)

Arrival at School

Students may be dropped off and begin entering the school at 8:10 AM, Monday through Friday on normal school days. There is no student supervision before this time, therefore early drop-offs are not allowed. All students should be in their assigned classroom by 8:20. Instruction begins promptly at 8:20 AM. Any student arriving after 8:20 AM will be marked tardy. *See Tardy Policy

Parent/Family Car Drop-Off

Children may only be dropped off in the designated parent drop-off location. To facilitate a safe and efficient drop-off, we ask that children are ready to exit the vehicle when they reach the drop off point and exit only on the passenger side of the vehicle. Parents should remain in the car. After their child has safely exited the car, parents are asked to pull forward to allow for the next drop-off. Parents who must exit their vehicle to assist a child may not remain in the drop off lane and should park in a designated parking spot and escort their child on foot. At no time should a vehicle be left unattended in the drop off zone.

Delayed School Openings

There may be occasions during the school year when, because of inclement weather, it will be necessary to delay the opening of school by 2 hours. In that event, children may be dropped-off beginning at 10:10 AM and the school day will officially begin at 10:20 AM.

School Cancellations

In the event school is closed because of harsh weather or another emergency, announcements will be delivered automatically to parents through our automated messaging service. School closing information is also shared through local radio, television, or by accessing the school's website and Facebook page. Please do not call the radio stations, police, schools, or the superintendent.

Dismissal (The School Day Ends at 3:04 PM / 2:24pm on Wednesdays)

The end of the school day (2:30 PM to 3:04 PM / 2:24pm on Wednesdays) is for organizing and preparing for safe dismissal. From approximately 2:55PM-3:20PM the main office has limited access for the safe dismissal of students. Please be mindful of this procedure. Students leaving early, without proper notification, interrupt the orderly dismissal of all students and can interfere with the staff instructions. It can also mean children do not get valuable information at the conclusion of the school day. Thus, we ask that you plan for students to remain through the end of the day, unless there is an emergency.

- **DISMISSAL CHANGES:** If dismissals are unavoidable, you must contact the main office (860-447-6060) by NOON, to communicate the change to your child's regular dismissal routine. If your child must be dismissed early for an appointment, which cannot be scheduled during vacation or later in the day, please **send a note** to the teacher that morning. Any student being dismissed early from school must be picked up **no later than 2:00pm** in the main office. On early release Wednesdays, dismissal must be **before 1:30 pm**. Please be sure to bring proper identification when picking up the student.

- **EARLY DISMISSALS:** If your child must be dismissed early for an important appointment, which cannot be scheduled during vacation or later in the day, please **send a note** or email to the teacher with your child rather than having the office interrupt the class with a phone call. It may be necessary on occasion to have your child leave for a doctor's visit; however, activities such as sports, music instruction, and other extra-curricular programs should be scheduled so that your child does not have to leave school early. We want to communicate to our children the importance of school. **For students' safety, the office will not accept a verbal change over the phone, as this may put your child in jeopardy. Early dismissals must be made prior to 2:00 pm.**
- Parents/guardians may go to the classroom **ONLY AFTER** arrangements have been made and approved by the teacher and/or the Administration. Arrangements can be made by emailing, sending a letter to the teacher or by calling the office. **Once approved**, the adult must sign in the office and obtain a visitor's pass before going to the classroom. **ALL AUTHORIZED ADULTS INCLUDING PARENTS/GUARDIANS MUST HAVE VALID PHOTO ID AVAILABLE AT ALL TIMES TO VERIFY IDENTITY.**

Early Release Days

Every Wednesday during the school year has been set aside for conferences and professional development for teachers. The school calendar lists them. Please take advantage of these days to schedule doctor's and dental appointments or other commitments which might otherwise take your child out of school.

Emergency Dismissal Days

Late-forming storms could require early dismissal from school. In the event school closes early because of harsh weather or another emergency, announcements will be delivered automatically to parents through our automated messaging service. Emergency school closing information is also shared through local radio, television, or by accessing the school's website.

Buses Arriving Home Late

During the first weeks of school, it takes time for bus routes to settle into a routine and for the buses to run according to a regular, predictable schedule. Occasionally during the school year, a bus may be delayed due to traffic conditions, construction, or other unforeseen circumstance. Please remain at your assigned bus stop to retrieve your student/s, unless otherwise informed. In this case, you will receive a school messenger call. Transportation Specialists will be able to assist further, and their contact information is listed below:

Transportation Specialists

New London Public Schools has partnered with First Student. Please note, some out-of-district towns provide their own busing for students. Please contact a **Transportation Specialist** for transportation information specific to your child(ren).

- General Education Bus Questions: Julian Wilson (860) 447-7878
- Special Education Bus Questions: Patricia Santiago (860) 447-6008

Bus Assignments

Students that require a bus are assigned to a bus specific to their home address or a childcare provider. Transportation changes must be processed through the main office. Proof of your new address (copy of lease or a utility bill) must be provided before a transportation change can be made. A bus change takes 3 days to process. **Students may not ride home with a friend if they have not already been assigned to that bus. AT NO TIME ARE STUDENTS ALLOWED TO RIDE A BUS TO WHICH THEY HAVE NOT BEEN ASSIGNED.**

School Bus Safety

The following school bus rules are carefully explained to all children and in each classroom at the beginning of the school year. We ask that you become familiar with them and help to enforce them.

Students' Bus Responsibility



In addition to the above, students should...

1. While waiting for the school bus in the morning and boarding it, the student should:
 - a. Be at the designated bus stop at least 10 minutes prior to the scheduled pick-up time. Also stay at least 10 minutes after the scheduled time in case something has caused the bus to arrive late.
 - b. Always wait for the bus on the sidewalk in one group.
 - c. Wait until the bus comes to a full stop. When boarding the school bus, stay in line. Enter in an orderly fashion.

- d. Students waiting across the road from the designated bus stop should continue to wait until the bus comes to a full stop and displays its flashing lights and the driver signals to the student that it is safe to cross before attempting to cross the street.
2. When leaving school, students should:
- a. Follow directions of the principal, teacher, or staff member.
 - b. Obey the directions of the bus driver.
 - c. Allow children boarding ahead of them, three steps up the bus stairs before boarding themselves.
3. While riding the bus, students should:
- a. Remain properly seated while the bus is in motion.
 - b. Not jeopardize the safety of others. Usual rules of good conduct should be observed. Be courteous to fellow passengers and bus drivers.
 - c. Always keep all parts of their bodies inside of the bus.
 - d. Secure permission of the driver promptly.
 - e. Obey the instructions of the bus driver promptly.
 - f. Know that eating, drinking, and foul language are not permitted on the bus.
 - g. Refrain from defacing or marring the school bus in any manner.
 - h. Refrain from distracting the attention of the bus driver from his/her duties at any time.
 - i. Never throw objects in the bus, out the bus windows, or, when off the bus, at the vehicle.
 - j. Always follow school behavioral expectations.
4. When leaving the school bus, students should:
- a. Stay in line. Do not crowd or push; do not lag; leave in an orderly fashion.
 - b. Go directly home; do not loiter.
 - c. Remain directly in front of the bus until the bus driver, who has checked carefully in both directions, signals that it is safe to cross, if it is necessary to cross a street after leaving the bus. Proceed directly across the street after checking both directions, as an added precaution.
 - d. Stand inside on the shoulder of the road, if it is not necessary to cross the road, until the bus has moved on; walk on the sidewalk to their destination.
 - e. Obey the instructions of the adult in charge, when at the destination of a trip away from school.
5. Students should understand that their failure to observe rules and regulations may lead to them being denied transportation. If students are not behaving on the bus on the way

home, the bus may return to school. If, in the judgment of administration, behavior warrants removal from the bus, a parent or guardian will be notified to pick up the child at school.

Transportation Information and Expectations for Parents and Guardians

Parents/Guardians should make sure that children reach the school bus stop at least ten minutes prior to the scheduled bus pick-up (15 minutes at the start of the school year as new bus routes may impact pick up and drop off time). If a school bus or transportation vehicle is at a designated pick-up location on time and the student is not there and misses his/her ride, **then it is the parents'/guardian's responsibility to secure transportation to school**. Parents/Guardians should accompany younger children to the bus stop for the first few days of school. It is mandated that a parent (or responsible adult) be present to meet kindergarten and first grade students at bus drop-off. Parents/Guardians should instruct children:

- To look both ways before crossing the street.
- To wait on the roadway shoulder, off the pavement.
- To behave responsibly at the bus stops and on the bus.

Parents should understand that their child's failure to observe rules and regulations may lead to them being denied transportation. If students are not behaving on the bus on the way home, it may return to school. If, in the judgment of the principal or administrator, the student's behavior warrants removal from the bus, a parent or guardian will be called to pick up the child at school.

Attendance

Regular student attendance is essential for all students' academic progress. It is important for students to arrive at school on time. The beginning of each school day establishes the tone for the day and includes important routines and information. Connecticut General Statutes require that all students between the ages of 5 -18 be in attendance on a regular basis during school hours. All students should be in their assigned classroom by 8:20 am. Instruction begins promptly at 8:20 am. Any student arriving after 8:20 am will be marked late with a tardy slip.

Absences

Every attempt should be made to confine necessary appointments to after school, weekends, and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school and provide a rationale for their child's absence. Parents/Guardians are required to send a note if their child is absent from 1 to 9 days. A note from a doctor is required if the student is absent 10 days or more.

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 and meets the following criteria:

1. 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.
2. Students receive an excused absence for the tenth absence and all absences thereafter, when they are absent from school for the following reasons:
 - a. Students' illness, verified by a licensed medical professional, regardless of the length of the absence.
 - b. Students' observance of a religious holiday.
 - c. Death in the student's family or other emergency beyond the control of the student's family.
 - d. Mandated court appearances for which documentation is required.
 - e. Students reside in and utilize transportation provided by their home district and that district cancels transportation on a given day, e.g., inclement weather, and student is unable to get to school in another way.
 - f. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education Guidelines.
 - g. In-School suspension or Out-of-School Suspension

Please be advised that a parent/family note stating your child is sick will not be sufficient after the ninth absence. Beginning with the tenth absence, a note must be provided by a medical professional to excuse your child from school every day they are absent thereafter. However, even if it is an excused absence, these days will be counted to determine if a student is chronically absent (see below). The responsibility for make-up of work lies with the student, not the teacher. Unless a student has an extended illness, all make-up privileges must be completed within seven (7) days after the student returns to school.

Unexcused Absence

"Unexcused/Unverified Absence" means any absence from a regularly scheduled school day. Unexcused absences are those which do not fall under any of the excused absences. Vacations are an example of unexcused absences. Such absences may also be reflected in the student's final grades. Absences which are the result of school or district disciplinary action are excluded from the definitions. 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 issued quarterly. Parents are encouraged to contact main office staff, teachers, and/or administrators to verify attendance and attendance records at any time during the year.

Chronic Absenteeism

A “chronically absent child” is defined as an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year. When a student is a chronically absent child, the child and family will be referred to the Nathan Hale Arts Elementary Attendance Review Team. This team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals, and making any additional recommendations for these students, and their parents or guardians. The Attendance Review Team will schedule meetings with families to discuss attendance issues and maintain records of all discussions and actions with each student and update these records to the students’ PowerSchool profile.

Tardiness

Students who are not in the building by 8:20 A.M. are considered late and must report directly to the office for a late slip to enter class. All students should be in class by 8:20 am so they are settled when instruction begins. Parents/guardians will be contacted when there is excessive lateness.

Truancy

Student ages five through eighteen inclusive with four (4) unexcused absences in one month or ten (10) unexcused absences in a school year will be considered a truant. Parents have the responsibility to assist school officials in remedying and preventing truancy. The Superintendent of Schools will file a written complaint with Superior Court Juvenile Matters if the parent fails to cooperate with the school in trying to solve the student’s truancy problem. School staff are mandated by the state to report excessive absences or parents of concern. Information about truancy will also be posted in the annual district report cards required by Every Student Succeeds Act (ESSA).

Health Services

The school health office is designed to provide care to students who become ill or are injured while in school. The health program offered at Nathan Hale Arts Magnet School will be administered by a registered nurse. There is a registered nurse in the building throughout the school day. If your child is under a physician’s care for a health problem or if you notice a change which may affect his or her school day, please inform the school nurse or teacher as appropriate. Parents/guardians are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is likewise important that parents notify the school nurse in case of a student’s illness. If a student is to be excused or limited for an extended period from

participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

Absence from school

For the benefit of your child and to help prevent the spread of illness, the following guidelines are recommended: Do not send your child to school if he/she has had a fever or was vomiting within the last 24 hours. A child who has a severe cough should not come to school. If your child becomes ill at school, the school nurse will call you to pick him/her up. If the nurse cannot reach you, she will call other names that you have listed on your child's emergency card. In the event your child becomes suddenly ill or injured at the end of the school day, the nurse will not send your child home on the school bus. Instead, the nurse will call you to pick up your child.

Administration of medicine

Whenever possible, do give your child his/her medication at home. Parents of students requiring medication during school should contact the school nurse. Special forms are required to be signed by a doctor/nurse practitioner to permit the administration of medicine in school. These forms are available from the school nurse. All medication must be in the original container with proper labels. All medication must be brought to the school by the parent/guardian and delivered only to the school nurse. Students are not allowed to carry or take medication in school unsupervised, including over the counter drugs. Please also note, at no time will educators apply sunscreen to students.

Sunscreen Application by Students

Public Act No. 19-60: An Act Allowing Students to Apply Sunscreen Prior To Engaging in Outdoor Activities, amended Section 10-212a of the Connecticut General Statutes to allow any student who is six years of age or older to possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity, with only a written authorization signed by the student's parent or guardian. For students who are younger than six years of age all three of the following requirements pursuant to Section 10-212a-4 of the Regulations of Connecticut State Agencies for self-administration of medication continue to apply: 1. an authorized prescriber provides a written medication order including the recommendation for self-administration. 2. a parent or guardian provides written authorization for self-administration of medications; and 3. The school nurse has assessed the student's competency for self-administration in the school setting and deemed it to be safe and appropriate. Please note, at no time will educators apply sunscreen to students.

Communicable/Infectious Disease

Students with a medical condition, which may expose others to disease or contagious and infectious conditions, may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such a condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposure to others.

Food Allergies

If your child has a food allergy, it is important that you inform the school nurse and the classroom teacher. While we have plans to address the needs of any students with food allergies, it is important for our entire school community to be aware of what causes allergies and what we can do to prevent allergic reactions. For the safety of all students, these expectations are communicated to all students:

1. Never take food allergies lightly. Joking about it, teasing kids who have food allergies, or tricking someone into eating food can be extremely dangerous.
2. Do not share your food. Sharing food can be dangerous to students who have food allergies. This has become a school policy for all foods, no matter the provider.
3. Ask friends if they are allergic to foods and help them avoid it. Learning what someone is allergic to is easy (just ask them).
4. If someone becomes ill, get help from an adult immediately! Some symptoms of food allergies are vomiting, swelling of the face and lips, difficulty breathing, coughing, sneezing, watery eyes, and skin that is bumpy, red, or itchy.

Due to the high number of students with peanut sensitivity, we ask that any food that contains peanuts or peanut products not be sent to school. We also ask that parents adhere to non-food related items regarding student celebrations, birthdays, and/or events.

Academics

Nathan Hale Arts Magnet School provides a rigorous and relevant curriculum to all students in kindergarten through grade five. Detailed information on curriculum and instruction will be shared during Open House each September. All parents are encouraged to attend.

Homework

Homework contributes toward building responsibility, self-discipline and life-long learning habits, and time spent on homework directly influences students' ability to meet academic standards. It serves to help all students reach their instructional goals and objectives. 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.

Make-up Work

A student will be permitted to take make-up tests and to turn in projects due in any class missed because of absence. The teacher will make every effort to assist the student by explaining the assignment and its requirements. The make-up work may need to be completed outside of school hours if the teacher determines it necessary based on the circumstances and/or amount of work in need of make-up. For any class missed, students may be assigned make-up work based on the instructional objectives of the subject or course and the needs of the student. Beginning in grade four, the student is responsible for obtaining and completing make-up work within the time specified by the teacher.

Progress Reports/Report cards

A PowerSchool generated report card is a teacher's assessment of your child's effort and progress at his or her instructional level and the Academic Learning Standards. Report cards are standards based and therefore indicate a child's progress toward mastering grade-level objectives. Standards-Based Report Cards are sent home for Grades K-5 three times a year.

Parent/Guardian-Teacher Conferences

Families are encouraged to become partners in their child's educational successes. Scheduled conferences occur twice per year and dates can be found on the calendar. These conferences take place both during the day and in the evening to accommodate different schedules. Additional 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. Additional conferences are held during school hours, but every effort will be made to accommodate parent schedules.

Materials/Resources

Students are responsible for any material they borrow. Materials must be returned. Students must pay for any materials they lose or damage. A student's grades, transcript or report card may be withheld until a student's obligation is met.

Service for Multilingual Learners

The goal of the Program for Multilingual Learners (MLLs) is to provide English language and content area instruction to identified students that will lead to proficiency in listening, speaking, reading, comprehension and writing skills as well as academic excellence. The programs offered are based on scientific research and proven to promote English language development and high levels of academic achievement. Please visit the district website for further information <https://www.newlondon.org/domain/32>

School and Family Support

New London Public Schools is committed to providing a free and appropriate public education for all students with disabilities. The mission of the Department of Special Services is to ensure that students with disabilities receive quality instruction that is tailored to meet individual needs and that each student will have the opportunity to achieve to a high standard. Please visit the district website for the following manuals: IEPs, 504s, Special Education, and Talented and Gifted. <https://www.newlondon.org/domain/34>

Town Meetings

Periodically, there will be celebrations, student performances, and/or PTO-funded assemblies. Students are given recognition for being Cooperative, Respectful, Responsible, and Safe NHAMS community members.

Essential Classes

At Nathan Hale Arts Magnet School, we are pleased to offer our students a wide variety of essentials classes. "Essentials" are the classes which meet in areas outside of the student's homeroom, and include our arts, technology, and physical education classes. Each student will get seven blocks of essentials per rotation. Our 4th and 5th grade students get to choose which essentials they would like to join.

Each student will attend 45-minute blocks of Essentials in addition to their regular academic schedule. Essentials include Dance, Physical Education, Art, Theater, Music, and Technology/Media Arts. Fourth and fifth grade students will be able to select more specific areas of concentration and customize their schedules. Every effort will be made to grant each student their top choices.

Pages Café

The Pages Café, one of NHAMS Essential Classes, is an artistic makerspace where children can let their imaginations soar through stories and individual projects. Class begins with 20-25 minutes of storytelling based on a book the children have selected. The rest of the class centers on a variety of learning centers that feature painting, building, puzzles, and board games. During this time, the students can both express their creativity and practice cooperative skills. The Cafe also encourages older students to create surprise projects for younger children.

Arts Integration

Essentialists will be partnering with teachers, using a co-teach model to integrate arts into the curriculum in a meaningful way that meets both Common Core and Arts Standards. Periodically, one of the essentialist teachers will collaborate with a few teachers. This process strengthens our approach of teaching through the arts and allows true integration of the arts throughout our school.

Volunteers

Volunteers are welcome at Nathan Hale Arts Magnet School. All volunteers must first report to the office and be prepared to show their driver's license or other government-issued photo identification. All adults are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted. We ask all parents and volunteers to assist us in modeling good behavior for our students. All arrangements to volunteer should be made in advance and agreed upon between the teacher and parent or family member. Volunteering opportunities are also available through the P.T.O. All volunteers must meet our screening and credential requirements via Human Resources to ensure the safety of all our students.

Technology

Technology Acceptable Use

Nathan Hale Arts Magnet School (NHAMS) is committed to the use of computer technology to broaden instruction and to prepare students for an increasingly computerized society. The Internet can support curriculum and student learning by facilitating resource sharing, innovation, and communication. The use of technology is a privilege and a resource. This education opportunity demands personal responsibility. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Each classroom at Nathan Hale is assigned their own set of iPads or Chromebooks to use for academic purposes in school. All students visit the computer lab on a regular basis for structured lessons on how to use technology to help them learn. Additional time in the computer lab can be scheduled by teachers when they are working on research as well.

Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action. It is the policy of the Board of Education that all students must sign the **Responsible Use Policy** which indicates that a student agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the student's parent/guardian. Federal law requires the district to place filtering devices on school iPads and computers to block entry to visual depictions that are obscene, pornographic, harmful, or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/ her designee.

Website Release Form

To publicize the achievements of our students and the splendid work that they do, we occasionally publish our students' names, faces or achievements in our school and district publications, or release the information to local newspapers, television, or media. We may also post the information on the school district's website. If you would like to restrict the release of

any information regarding your child, please fill out the “Website/Media Release” form at the beginning of each school year.

Anonymous Reporting and Mental Health Supports

New London Public Schools strive to provide a safe, secure, and respectful learning environment for all students in our school buildings, on our school grounds and on school buses, and at all school-sponsored activities.

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Social-Emotional Learning Curriculum

SEL PreK-8th Grade Curriculum Students in grades PreK-8 utilize Second Step as their primary SEL curriculum. Second Step provides evidenced-based instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. Second Step uses four key strategies to reinforce skill development: brain-builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Second Step also connects new skills to other areas in the curriculum (e.g., literacy, arts, dramatic arts) and provides a structure for each day of the week. Please see more information at www.secondstep.org Students also participate in daily techniques through Calm Classroom. Calm Classroom is a research-based program that builds students' self-awareness, mental focus, and emotional/behavioral regulation skills through daily mindfulness practice. Mindfulness is the cornerstone of mental health and lays the foundation for the development of core social-emotional competencies. Please see more information at <https://calmclassroom.com>

Trauma Informed Practices

NLPS is committed to the ongoing learning and implementation of trauma-informed practices across all our school buildings. In a trauma-informed school, all children feel safe physically, socially, emotionally, and academically. The adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, and parents. The goal is the full integration of knowledge about trauma into policies, procedures, and practices so that all students can succeed. For more information see:

<https://traumaawareschools.org/traumainSchools> and <https://starr.org/resources/>

Restorative Practices

Restorative Practices is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships. Within the NLPS district, school staff engage in practices such as Restorative Circles, Restorative Conferencing, and Affirmative Statements. In addition, district trainers provide ongoing professional development for all staff. For more information see:

<https://www.iirp.edu/>

PBIS

PBIS is an evidence-based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. It stands for Positive Behavior Interventions and Supports. The goal of PBIS is to create a positive school climate, in which students learn and grow. Several factors affect school climate, including school location, neighborhood culture, instructional methods, student diversity, and school administration. Each school in NLPS uniquely defines their positive behavioral expectations and utilizes Kickboard to monitor progress. For more information on PBIS and Kickboard, please see:

<https://www.pbis.org/>

<https://www.kickboardforschools.com/>

School Based Health Center

All New London Public Schools have a School-Based Health Center on site. The school district's community partner, Child & Family Agency of Southeastern Connecticut, operates the five centers. A School-Based Health center is different from the school nurse's office and your community primary care doctor but works in collaboration with them. Students must be signed up for School-Based Health Center services by a parent/legal guardian. Health insurance is billed for services provided, but there is no cost to the family (no co-pays, deductible costs, or out-of-pocket expenses). Each School-Based Health Center has a Nurse Practitioner (APRN) and a master's level Mental Health Clinician.

English online registration form: <https://www.childandfamilyagency.org/schoolreg/>

Spanish online registration form: <https://www.childandfamilyagency.org/schoolreg-spa/>

Mental Health Services Provided • Counseling Services: Individual, Family, Group • Psycho-Social Assessments, Diagnosis, and written treatment plans • Crisis Intervention • Education on mental health topics and classroom presentations (psychoeducation) • Consultation to school staff • Referral to community mental health services.

211 and 988

211 is a free, confidential information and referral service that connects people to essential health and human services 24 hours a day, seven days a week online and over the phone. 211 is fully certified in crisis intervention by the American Association of Suicidology and is certified by The Alliance of Information and Referral Systems (AIRS). The 988 Suicide & Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) offers 24/7 call, text and chat access to trained crisis counselors who can help people experiencing suicidal, substance use, and/or mental health crisis, or any other kind of emotional distress. People can also dial 988 if they are worried about a loved one who may need crisis support.

Safe Futures

NLPS is committed to their partnership with the team from Safe Futures to bring important classroom lessons to our middle and high school students. Some of these topics include conflict resolution, problem solving, boundaries & healthy relationships, identifying communication styles & self-regulations.

Wellness and Behavioral Interventionists

NLPS schools (K-12) are staffed with both Wellness and Behavioral Interventionists. They provide effective services/intervention/training/consultation; to help students and their families succeed academically, socially, behaviorally, and emotionally. They also serve as a liaison to families to connect services and programs through NLPS programs and throughout the community.

Mental Health Supports

In addition to SEL instruction, all NLPS schools are staffed with a comprehensive team of psychologists, social workers, and school counselors who provide a high level of student mental health services. Students in need of individual or group counseling, crisis management, and social skill development are supported during the school day. To access more information or make a referral, please reference the appropriate school personnel below.

Anonymous Alerts

Students and families are also encouraged to submit anonymous concerns through Anonymous Alerts, NLPS's anonymous reporting app (<https://report.anonymousalerts.com/newlondonps/>). All reports are followed up by school and district personnel.

Support Staff Contact Information

Nathan Hale Arts Elementary Magnet School

Cheryl Potter, Social Worker, potterc@newlondon.org

Jacqueline Hardison, Social Worker, hardisonj@newlondon.org

Brogen Olsen, School Psychologist, olsenb@newlondon.org

Patrick Sheehan-Gaumer, Wellness Interventionist, sheehan-gaumerp@newlondon.org

School Safety

School Safety

Providing a safe environment for our students and staff is a top priority at Nathan Hale Arts Magnet School (NHAMS). The school practices regular safety drills which include fire and lockdown drills. The parents and the school have a joint responsibility to constantly emphasize to students the importance of adhering to safety procedures.

Accident Prevention

Student safety on campus and at school related events is a high priority at NHAMS. Even though procedures are established, the cooperation of students is essential to ensure school safety. A student should: Avoid conduct that is likely to put the student or other students at risk. Remain alert to and promptly report safety hazards, including unidentified people on campus. Know emergency evacuation routes and signals. Immediately follow the instructions of staff that are overseeing the welfare of students.

Lockdown Drills

Every year we have drills that help us to be prepared in the event of an emergency. Lockdown drills are part of the school district's emergency operations plan. The plan calls for the students to remain in their classrooms while the school is inspected, and it is determined that safety protocols are in place and operational. Additional steps include testing our communication, readiness, and response preparedness. Our primary objective is to ensure the safety of all children and adults at Nathan Hale Arts Magnet. Should a parent be visiting the school during a drill, they will follow the same procedures as all other teachers and adults. No visitors will be admitted into the school during a safety drill.

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. During a drill, students are escorted out of the building by a teacher or staff member. Students are expected to follow the directions of teachers or others in charge quickly, quietly and in an orderly manner. They must be silent, walk safely (not run) to the designated line-up area. Students should not return to the building until the return signal is given.

Behavior Expectations

Positive Behavior Acknowledgement System

Once appropriate behaviors have been identified and taught, they will be acknowledged on a regular basis. We expect our students to follow our NHAMS PBIS Expectations throughout the day.

Positive Behavior Interventions and Supports (PBIS)

We believe that through the implementation of PBIS systems and strategies we will increase student academic performance, increase safety, decrease problem behavior, and establish a positive school climate.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors in schools. One of the key components of the system is a focus on prevention. Students are taught clearly defined behavioral expectations for all aspects of the

school environment. They are provided with predictable responses to their behavior, both positive and corrective.

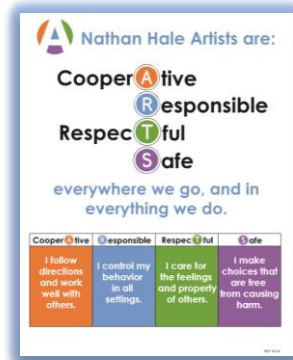
As part of PBIS, Nathan Hale Arts Magnet School has developed school-wide procedures to support implementation.

1. Define Behavioral Expectations - A small number of behavioral expectations are positively stated and clearly defined. Our expectations are: CooperActive, Responsible, RespecTful, and Safe (ARTS).

2. Teach Behavioral Expectations - Behavioral expectations are taught to all students in a real context. Behavioral expectations are taught using the same teaching methods used in academic curriculum (Teach, Model, and Practice).

3. Acknowledge Appropriate Behavior - Once appropriate behaviors have been defined and taught, they will be acknowledged on a regular basis.

4. Correct Behavior Errors - When students violate behavioral expectations, they are informed that their behavior is unacceptable. Clear procedures are used to direct students to appropriate behavior.



Social and Emotional Learning

To further support positive behavior, Nathan Hale Arts Magnet School uses the Second Step program. Students in grades K–5 develop their social-emotional skills—including making friends, managing emotions, decision making, and solving problems—to set them on the path for social success and academic readiness.

New London Public Schools Code of Conduct

This Student Code of Conduct (SCC) is designed to inform parents, students, administration, staff, and community members of expected school behavior. It is not intended to promote discipline as the first line of action for students exhibiting challenging behavior(s). NLPS is committed to the utilization of positive strategies in changing student behavior as the first line of action. When students do not follow the behavioral expectations, staff must intervene to inform the student of the problem behavior, teach the appropriate behavior for the situation, and administer appropriate disciplinary action. Discipline is an opportunity to teach children values and skills that encourage desirable social behaviors. We encourage children to identify a range of behavioral alternatives. This empowers children by giving them the opportunity to make socially appropriate choices. Typically, children are asked to choose a behavioral strategy to use in the future should the need arise. They are also asked what expectation they need to practice. This

model of discipline emphasizes positive behavior, identifying choices, and making personal commitments to be responsible for oneself. The use of consequences for negative behavior is intended to focus student thinking on rights and respectfulness. Students learn that we are each responsible for our behaviors, that there are choices for behavior, and that consequences help us think about the choices we make in our day-to-day lives at school.

Restorative Practices and Referrals

We encourage children to identify a range of behavioral alternatives. This empowers children by giving them the opportunity to make socially appropriate choices. When students do not follow the behavioral expectations, staff must intervene to help the student recognize the problem behavior, teach the appropriate behavior for the situation, and administer appropriate disciplinary action. Misbehavior is an opportunity to teach children values and skills that encourage desirable social behaviors. Typically, children are asked to choose a behavioral strategy to use in the future should the need arise. They are also asked what expectation they need to practice. Our Restorative approach emphasizes positive behavior, identifying choices, and making personal commitments to be responsible for oneself. The use of natural consequences is intended to focus student thinking on rights and respectfulness. Students learn that we are each responsible for our behaviors, that there are choices for behavior, and that consequences help us think about the choices we make in our day-to-day lives. To address misaligned behavior, a tracking system has been implemented and divided into major and minor infractions.

- Major offenses are issues that result in an office referral.
- Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member.

Incidents

When students continue to not follow the schoolwide behavioral plan, they will receive a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses. Classroom managed behavioral issues will be managed by the teacher (classroom, art, music, computer lab, library, or physical education). The following is a sampling of the consequences teachers may use:

- Redirection
- Reflection Form
- Written referral
- Conference with student
- Note to parent
- Phone call to parent

If the unexpected behavior continues, the student will be referred to the office to be overseen by an administrator or a mental health support service staff.

Bullying

"Bullying" means an act that is direct or indirect and severe, persistent, or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. "Bullying" shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Please find the link the NLPS BOE policy here:

<https://www.newlondon.org/cms/lib/CT50000644/Centricity/domain/38/boe%20policies/5131.911%20-%20Bullying%20and%20Safe%20School%20Climate%20Plan.pdf>

Reporting Bullying Behavior

If a student is having a challenging time interacting with peers or feels that he or she is the target of verbal or physical threats, please notify us immediately. There are many caring adults who can assist. Students and parents may report suspected bullying to any of the Nathan Hale Safe School Climate Team. The report will be logged and formally investigated. With your help, we can continue to provide quality instruction in an environment that is conducive to learning.

Resources

Speech and Language Pathologist

Students identified as having difficulties in the areas of speech, language, voice, hearing, and/or fluency that affects their educational performance are referred to our qualified SLP. The student may receive assessments, consultation and/or remediation for these needs.

Occupational Therapist

Occupational therapy may be recommended for an individual student for reasons that might be affecting his or learning or behavior, such as motor skills, cognitive processing, visual or perceptual problems, mental health concerns, difficulties staying on task, disorganization, or inappropriate sensory responses.

Child and Family Agency

The mission of the Child & Family Agency is to promote the well-being and development of all children and their families and to broaden and deepen public awareness of and commitment to society's responsibility for responding to their needs. The contacts below will be able to provide information regarding the referral process or to get further information about the services

available to students and families. These services are available on our Nathan Hale Arts Magnet School site.

Family Resource Center

Child & Family Agency of Southeastern Connecticut, Inc.

NHAMS Site Manager & Parent Educator:

Lily Cabanas

Phone Number: 860-333-6613 / 860-442-8097

School Based Health Center

Child & Family Agency of Southeastern Connecticut, Inc.

NHAMS Mental Health Clinician:

Megan Quinn

Phone Number: 860-447-6060 X7532

Child & Family Agency of Southeastern Connecticut, Inc.

NHAMS Nurse Practitioner:

Natasha Singer

Phone Number: 860-447-6060 X7537

Tobacco Use

Smoking or the use of tobacco products/vaporizers is not permitted in the building or on the grounds of Nathan Hale Arts Magnet School.

School Procedures

Breakfast/Lunch

The district participates in the National School Lunch Program and offers students a nutritionally balanced breakfast and lunch. New London Public Schools offers this free service to all students (this menu is available on our webpage). Students will enjoy a nutrition-based meal prepared with high quality fresh and local ingredients whenever possible including vegetables from our own school garden. Students may choose to bring their own lunch and snack to school. **Due to the high number of students with peanut allergies and/or sensitivity, we ask that anything brought from home NOT contain peanuts or peanut products.** All students are given thirty minutes for lunch each day.

Recess

Recess is an important part of the school's planned day. All students are provided with time devoted to physical exercise, of not less than twenty minutes in total. **The period of physical activity will not be taken away as a form of discipline.** When the temperature outdoors meets Wind-Chill or Heat Index thresholds, we will conduct indoor recess. Students should be sent to school with appropriate outerwear and footwear.

Electronic devices

Students are encouraged to leave personal devices such as handheld games, or telecommunications devices at home. **The school shall not assume responsibility for lost, stolen, or damaged personal electronic devices that were not issued by the school.**

Cell Phones

New London Public Schools do not allow cell phones or other electronic devices in schools when they interfere with instruction and student engagement in school activities. Nathan Hale also discourages it due to the possibility of loss, theft, or damage. While Nathan Hale understands that many families want their children to have a cell phone to contact parents **before or after school hours**, please understand that cell phones should not be used during the instructional day. Therefore, if a student chooses to bring a cell phone to school, they must turn off the device and store it in the appropriate location before they go to class. If a student does not follow this rule and 1) uses the cell phone, or 2) the cell phone rings, or 3) the cell phone is visible to other staff or students during the instructional day, it will be confiscated and turned in to the office. Parents/guardians may be asked to retrieve the personal device to avoid further disruption. We believe that this policy allows families the flexibility to use cell phones as needed but will also protect the school day for teaching and learning. Thank you for your cooperation and understanding in this matter.

Toys and trinkets

Toys and trinkets are encouraged to be left at home (example – Pokémon cards, trading cards, action figures, dolls, fidgets). They are generally a source of distraction and thus unnecessary to the learning process. Exceptions may be for special circumstances, which should be communicated and established by Nathan Hale staff and parents/guardians.

Dress code

5132.1 Page 1 of 3 Students Dress Code Policy

I. Statement of Policy

All students should have the right to dress comfortably and express themselves in school through a selection of clothing, hairstyles, jewelry, and accessories that represent and affirm their identities. Student dress codes should support equitable educational access and should not reinforce gender or cultural stereotypes or reinforce marginalization or oppression of any group.

The administration may establish additional guidelines prohibiting other specific articles of clothing, accessories or the like.

Importance to School:

- a. Creating a greater sense of self and identity.
- b. Fostering a safe and inclusive school environment.

Importance to Student:

- a. Having a positive impact on a student's self-esteem by promoting choice and individuality.

Importance to Parent:

- a. Reducing the parental cost of school clothing.
- b. Offering time and energy savings for parents.

II. Accommodations

Where the bona fide religious accommodation needs of a student conflict with the Dress Code Policy, the schools will provide reasonable accommodations. Any student, parent, or guardian desiring accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request. Coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy. It is the policy of the New London Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Dress Code Policy. Any student, parent or guardian for whom compliance with the Dress Code Policy poses a bona fide financial burden may request clothing assistance from school administration and/or support staff. School principals and/or support staff should try to connect parents and guardians with available community resources to locate adequate clothing.

Dress Code and Uniform Policy Reminder: Please see attached, Policy 5132.1 – Dress Code & Regulation. The NLPS BOE voted in June 2023 to eliminate uniforms from the policy. Please know that the policy can be found on the website at the link below:

<https://www.newlondon.org/cms/lib/CT50000644/Centricity/domain/38/boe%20policies/5132.1%20-Dress%20Code%20Policy%20and%20Regulation.pdf>.

II. Accommodations (cont.) No restrictions on dress and adornment will be imposed which:

- 1) reflect discrimination as to civil rights,
- 2) interfere with any free speech/first amendment rights that the student may have,
- 3) attempt to dictate or adjudicate style or taste.

Nevertheless, clothing containing promotion of or reference to drugs, alcohol, or tobacco, acts of violence, and offensive or obscene symbols or words is prohibited. Moreover, clothing should

also be free of slogans, names, titles, or symbols which are defamatory toward persons, groups, the school, or other organizations or which are likely to distract or disrupt the educational process.

III. Parent/Guardian Responsibility

It is the responsibility of parents and/or guardians to ensure that their children's dress conforms to the requirements of this policy.

IV. Staff Responsibility

School personnel, including substitutes, will work with the administration, families, and students to ensure compliance with the Dress Code Policy. Also, as stated in Policy #4118.23- Personnel – Certified/Non-Certified – Staff Conduct; school personnel including substitutes should serve as role models for proper attire in the educational setting.

V. Administrative Responsibility

It is the responsibility of the Administration to inform all parents and guardians of the Dress Code Policy. This information shall be available in English and Spanish, and other languages upon request. It shall also be available in the Student Handbook, on the New London Public Schools' website and in such other places as the administration deems suitable to reach all parents and guardians. If the Superintendent or Board of Education deem it necessary to update the Dress Code Policy, it will be brought to the Board of Education by January 1 of the previous school year, and parents/guardians will be notified no later than June 30 of the previous school year. Parents will be notified in English, Spanish, and other languages upon request, of the approved policy updates.

VI. Compliance

School administrators and teachers are encouraged to use positive reinforcement to obtain compliance with the requirements of the Dress Code Policy.

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Students Dress Code and Uniform Policy (continued)

VI. Compliance (cont.)

For every instance of non-compliance, the student will be given the opportunity to call home for a change of clothing or utilize available school-provided clothing. The administration will use their discretion when dealing with hardship cases.

The following procedures shall apply at the discretion of the administration:

1. The administrator or designee will meet with the student to identify root cause and determine a solution.

2. For persistent dress code issues, parents/guardians will be notified and brought into the restorative process to determine an immediate solution in conjunction with student support personnel.
3. Other actions at the discretion of the administrator and in conjunction with restorative practices.

Legal Reference: Connecticut General Statutes 10-221 concerning Dress Code PA 96-101 An Act Concerning School Uniforms Byars et. al. v. City of Waterbury et. al. (June 3, 1999) Policy approved: June 26, 2023, NEW LONDON PUBLIC SCHOOLS New London, Connecticut

Lost and Found

To minimize loss, please place your child's name on all articles of clothing or personal possessions (i.e., lunch boxes) that are brought to school. Any articles which are found in the school or on the school grounds will be placed in the lost and found area which is in the main office. Unclaimed articles will be disposed of or donated to a local charity based on their condition. This will take place twice a year, prior to the winter recess and at the end of the school year. Loss or suspected theft of personal or school property should be reported to the main office so that we can support you in the return of the item(s). It is important to note that the school is not responsible for lost or stolen items.

Birthdays/Celebrations

We encourage parents to bring in non-food items. Due to allergies, food items for celebrations will not be permitted. Special circumstances should be addressed with the principal.

Field Trips

As part of the educational program of the schools, children take trips to various points of interest. These trips are carefully planned and supervised by teachers and are designed to complement the school curriculum. A child will not be allowed to go on a field trip unless he/she brings a permission slip signed by a parent. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the principal. While on a trip, all students are "in" school. This means that conduct and dress standards will be appropriate for the field trip activity.

Parking

Our school campus has limited parking; however, it is important that parents park in designated parking spots. Unauthorized vehicles may be towed at the owner's expense. **Please do not park illegally.**

	Additional Information from the Connecticut Association of Boards of Education (CABE)
Equal Opportunity and Non-Discrimination	<p>EQUAL OPPORTUNITY and NON-DISCRIMINATION</p> <p>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 a 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.</p> <p>Carrie Rivera 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.</p>
Attendance	<p>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 rules are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence. Students are required to attend school on a regular basis both in-person and virtually. Absence means an excused absence or an unexcused absence. A student is “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.</p> <p>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 school district offices. A child whose total number of absences at any time during a school year is equal to or greater than 10 percent of the total number of days that the student has been enrolled at the school during the school year is considered a “chronically absent child.” The child will be subject to review by the district and/or the school attendance team. All children attending district schools must obtain the required immunizations unless they have medical contraindications or religious objections. This obligation may be waived for homeless students.</p> <p>A student must remain in school until the age of 18, unless he/she graduates or gets written consent from a parent/guardian on a district provided form to leave school at age 17.</p> <p>Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student aged 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. Disciplinary action may include _____ hours of after school detention for each class/study period missed. Tests and academic work missed in class that day will be recorded as a failing grade.</p> <p>Parents have the responsibility to assist school officials in remedying and preventing truancy. School staff are mandated by the state to report excessive absences or patterns of concern. Information about truancy will also be posted in the annual district report cards required by the Every Student Succeeds Act (ESSA).</p>
Bullying	<p>Bullying of a student by another student is prohibited. Such behavior is defined as an act that is direct or indirect and severe, persistent, or pervasive which:</p> <ul style="list-style-type: none"> causes physical or emotional harm to an individual,

- places an individual in reasonable fear of physical or emotional harm, or his or her property,
- infringes on the rights and opportunities of an individual at school.
- Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

Examples of bullying include, but are not limited to:

1. Physical violence and attacks
2. Verbal taunts, name-calling and put-downs including ethically based or gender-based verbal put-downs.
3. Threats and intimidation
4. Extortion or stealing of money and/or possessions.
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school ("cyberbullying")
7. Targeting of a student based on the student's actual or perceived "differentiating" characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental physical, developmental, or sensory disability.

Students who engage in any act of bullying, 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, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victims,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspensions, expulsion and/or referral to law enforcement official.

A 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. (The District/School needs to place in the student handbook the process by which students may make formal, informal and/or anonymous complaints.) The complaint procedure is also posted on the district's website and the school website. 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 make anonymous reports of bullying. Parent written reports and student anonymous reports will be

	<p>investigated by the Safe School Climate Specialist, but no disciplinary action shall be taken solely based on an anonymous report.</p> <p>The Safe School Climate Specialist is responsible for taking a bullying report and investigating the complaint. Parents/guardians of the alleged perpetrator of the bullying act and the parents/guardians of the student against whom such alleged act was directed will receive prompt notification that such investigation has begun. The results of the investigation will be provided not later than 48 hours after its completion, verbally and by electronic mail. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school. Safe School Climate Specialists are required to receive mental health first aid training.</p> <p>Bullying behavior by any student in the New London Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means an act that is direct or indirect and severe, persistent, or pervasive which:</p> <ul style="list-style-type: none"> • Causes physical or emotional harm to an individual, • Places an individual in reasonable fear of physical or emotional harm, or • Infringes on the rights and opportunities of an individual at school. <p>Bullying shall include, but need not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, 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. Teen dating violence means any act of physical, emotional, or sexual abuse, including stalking, harassing, and threatening that occurs between two students who are currently in or have recently been in a dating relationship. Students who engage in any act of bullying or teen dating violence, 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, and outside of the school setting if such bullying:</p> <ul style="list-style-type: none"> • Creates a hostile environment at school for the victim, • Infringes on the rights of the victim at school, or • Substantially disrupts the education process or the orderly operation of a school. • Students and/or parents may file verbal or written complaints concerning suspected bullying behavior or teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying or teen dating violence to school employees. Any report of suspected bullying behavior or teen dating violence will be promptly reviewed. If acts of bullying and/or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/ her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail and are available to students and their parents/guardians upon request.
Child Abuse	<p>All school employees, including teachers, superintendents, administrators, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, school counselors, paraprofessionals, social workers, psychologists, licensed nurses,</p>

	<p>physicians, licensed behavior analysts, and substitute teachers 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 or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive training in their use, as required by state law.</p> <p>Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect, or a sexual assault a report will be made. The school will work with the parents and appropriate social agencies in all cases.</p> <p>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 are also considered child abuse. The Board of Education will post in each school the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by students. Such posting shall be in various languages appropriate for the students enrolled in the school.</p>
Conduct	<p>Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. They must accept responsibility for misbehavior and engage with school staff to identify how a different choice of action could result in a better outcome. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off-campus school-related misconduct, regardless of time or location. Student responsibilities for achieving a positive learning environment in school or school related activities include:</p> <ul style="list-style-type: none"> • Attending all classes, regularly and on time. • Being prepared for each class with appropriate materials and assignments. • Being dressed appropriately. * • Showing respect toward others, engaging in civil discourse. • Behaving in a responsible manner. • Paying required fees and fines. • Abiding by the code of conduct. • Obeying all school rules, including safety rules, and rules pertaining to Internet safety. • Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels. • Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense. <p>Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.</p> <p>Students at school or school-related activities are prohibited from:</p> <ul style="list-style-type: none"> ○ Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrong- fully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.

	<ul style="list-style-type: none"> ○ Throwing objects can cause bodily injury or damage to property. ○ Leaving school grounds or school-sponsored events without permission. ○ Directing profanity, vulgar language, or obscene gestures toward other students or staff. ○ Disobeying directives from school personnel or school policies, rules, and regulations. ○ Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees. ○ Playing with matches, fire, or committing arson. ○ Committing robbery or theft. ○ Damaging or vandalizing property owned by the school, other students, or school employees. ○ Disobeying school rules on school buses. ○ Fighting, committing physical abuse, or threatening physical abuse. ○ Committing extortion, coercion, or blackmail; that is, forcing an individual to act using force or threat of force. ○ Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence. <ul style="list-style-type: none"> ● Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students. ● Assaulting a teacher, staff member or other individual. ● Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage. ● Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile. ● Possessing prescription drugs which are given to a person other than to whom the drug is prescribed. ● Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products. ● Hazing, bullying. ● Behaving in any way that disrupts the school environment or educational process. ● Using electronic devices during the school day in school buildings, without prior approval of the principal. ● Violating the district's Internet Safety policy and/or Online Social Networking Policy. ● Cheating, plagiarizing, including by electronic means. ● Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student. ● Taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer of other means, including but not limited to texting and emailing. ● Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property. ● Damaging in a willful manner school electronic equipment and/or software.
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	<p>Students are urged to participate in efforts to build a positive school climate as well as alternatives to exclusionary discipline such as restorative circles or peer monitoring. Smoking is not allowed at any school functions. All school rules are in effect during such activity.</p>
Homeless Students	<p>Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children Carrie Rivera. The district has reviewed its existing policies and regulations to remove barriers to the enrollment and retention of homeless children and youth. Homeless children and youths are defined as “individuals who lack a fixed, regular and adequate nighttime residence”. Homeless children have the right to attend the school of origin “to the extent feasible,” unless doing so is contrary to the request of such student’s parent/ guardian or unaccompanied youth.</p> <p>Any homeless child or youth denied school accommodations shall continue in attendance or will be immediately enrolled in the school selected by the child in the school district. A written explanation of the reasons for denial of school accommodations in a manner and form understandable to such homeless child or youth, or parent/guardian, will be provided. Information will also be provided regarding the right to appeal against the decision about the denial of accommodations. The homeless child or youth is entitled to continue in attendance during all available appeals.</p> <p>A homeless student who is not in the physical custody of a parent/guardian shall have full access to his/her educational and medical records in the Board’s possession.</p>
Homework	<p>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.</p> <p>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.</p> <p>For homework to be an effective support for learning, the homework policy requires a partnership among the school system represented by the teacher, the student, and their parents. Without this partnership in support of learning, students will not achieve their full potential.</p>
Limited English Proficient (LEP) Students	<p>Parents of Limited English Proficient (LEP) Students/English Learners participating in a language instructional program will be notified within 30 days of their child’s placement in the program. The notification will include an explanation of why, a description of the program, and the parent’s rights to remove their child from the English Learners program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.</p> <p>Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Students after 30 months in a transitional bilingual program will not be offered additional bilingual education but will be given English language support.</p> <p>The goal of the Program for Multilingual Learners (MLLs) is to provide English language and content area instruction to identified students that will lead to proficiency in listening, speaking, reading, comprehension and writing skills as well as academic excellence. The programs offered are based on</p>

	scientific research and proven to promote English language development and high levels of academic achievement.
Migrant Students	The district has a program to address the needs of migrant students. A full range of services will be provided to migrant students, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.
Pesticide Applications	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 (Schools without an integrated pest -management plan must send prior notice by mail.). Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact Mr. Miguel Gautier Jr. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met. Notice will be provided at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's primary social media account.
Physical Activity	All students enrolled in elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than 20 minutes in total. This requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services or if the board of education permits an additional amount of time. This daily period of physical activity for elementary school students can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities. Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief period of respite/time- outs, referrals to a building administrator, or for safety reasons. Students in elementary school may not be denied participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline. Loss of recess or other physically active learning opportunities may be permitted on an administratively approved case-by-case basis.
Physical Exercise	All students in elementary school shall have on the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, unless altered for a student by a Planning and Placement Team for a child requiring special education. Such physical exercise can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities. The period of physical activity will not be taken away from an elementary student as a form of punishment. In addition, students in all grades, K-12, cannot be assigned physical activity as a form of punishment. School employees may not prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline.
Promotion, Retention, and Placement	Student promotion is dependent on each student's mastery and acquisition of basic learning objectives. Normally, students will progress annually from grade to grade. Students who master objectives at an exceptional rate may be considered for acceleration to another grade or class. Students who fail to master basic learning objectives at a normal rate will be considered for retention. Retention and acceleration decisions are the responsibility of the teaching staff and

	<p>principal, after prior notification and discussion with parents. The final decision rests with the school principal.</p> <p>Students must demonstrate attainment of the basic skills needed for graduation based on the district's assessment program. A failure to attain these skills may necessitate involvement in additional courses, special help programs, summer school, retesting, etc.</p>
Psychotropic Drug Use	<p>School personnel is 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.</p>
School Ceremonies and Observances	<p>The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as, but not limited to, Martin Luther King Day, Veterans Day, Memorial Day, Thanksgiving and Presidents Day are encouraged. Nutmeg reminds students, faculty, and administration of a variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.</p> <p>Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Therefore,</p> <ol style="list-style-type: none"> 1. school and class plays shall not be overly religious, and church-like scenery will be avoided. 2. religious music shall not entirely dominate the selection of music; and 3. program notes and illustrations shall not be religious or sectarian. <p>Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the Building Principal should be contacted.</p> <p>An opportunity will be provided, at the beginning of each school day, for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.</p>
Sexual Abuse Prevention and Education Program	<p>Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.</p>
Student Records (including access to recruiters)	<p>A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves the student from school to school.</p> <p>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.</p>

The principal is custodian of all records for currently enrolled students at the assigned school. The district superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student.
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504.
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to the release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the district, do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended because of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding student records. The district's policy regarding student records is available from the principal's or superintendent's office.

Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal

	<p>within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in officially recognized activities and sports, weight, and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.</p> <p>Military recruiters or institutions of higher learning shall have access to secondary school students names, addresses and telephone listings, unless a parent/guardian or secondary student aged 18 or over requests in writing that such information not be released.</p> <p>The district will release to the Parent Teacher Association the names, addresses, telephone number and grade levels of students (unless the district is informed by September 15 of the school year that designation of such directory information has been refused as to a particular student) provided such information is to be used by the PTA for its own school activities or school business.</p> <p>The district, when a student moves to a new school system or charter school, will send the student's records to the new district or charter school within ten business days of receiving written notice of the move from the new district. Unless the parents/guardians of the student authorize the record transfer in writing, the sending District is required to send a notice when the records are sent to the new district.</p> <p>Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605.</p> <p>The district's HIPPA Privacy Officer is Carrie Rivera.</p>
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.
Title I Comparability of Services	All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are provided in a manner to ensure equivalency among district schools.
Title I Parental Parent and Family Engagement	Parents of a child in a Title 1 funded program will receive a copy of the district's parental and family engagement involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs and opportunities for parents and family members to participate in the education of their children.
Transportation Safety Complaints and Procedures	All complaints concerning school transportation are to be made to the Transportation Manager, Julian Wilson (860-439-7878) and the District Business Office, Mr. Robert Funk . A written record of all complaints will be maintained, and an investigation of the allegations will take place.

TEMAS OBLIGATORIOS	Declaraciones de texto (para su uso)
Igualdad de oportunidades y no discriminación	Igualdad de oportunidades y no discriminación: se alienta a cada estudiante a desarrollar y alcanzar metas educativas individuales. El distrito proporcionará a todos los estudiantes igualdad de oportunidades de educación independientemente de su raza, color, credo, género, orientación sexual, identidad o expresión de género, original nacional, religión, edad, economía, estado, estado civil o discapacidad. Ningún estudiante será excluido en tales bases de participar o tener acceso a cualquier oferta de cursos, atletismo estudiantil, servicios de asesoramiento, asistencia de empleo, actividades extracurriculares u otros recursos escolares. Los programas y actividades serán accesibles y utilizables por las personas con discapacidades según lo prescrito por la ley. La Sra. Carrie Rivera es la oficial de cumplimiento del distrito designada, quien coordinará el cumplimiento de los requisitos de no discriminación del Título IX de las Enmiendas de Educación de 1972 y la Sección 504 de la Ley de Rehabilitación de 1973.
Cursos de Colocación Avanzada	Cursos de colocación avanzada : se aplica solo a las escuelas secundarias. Coloque el idioma en el manual de la escuela secundaria relacionado con los cursos de colocación avanzada ofrecidos.
Asistencia	<p>Asistencia - La ley estatal de Connecticut requiere que los padres se aseguran de que sus hijos entre las edades de 5 a 18 años asistan a la escuela regularmente. La asistencia diaria es un factor clave en el éxito de los estudiantes, por lo que cualquier ausencia de la escuela es una pérdida educativa para el estudiante. Estas reglas están diseñadas para minimizar el ausentismo de los estudiantes al tiempo que brindan a los estudiantes la oportunidad de compensar las tareas escolares perdidas debido a una ausencia legítima.</p> <p>Ausencia significa una ausencia excusada o injustificada.</p> <p>Se considera que un estudiante está "presente" si está presente en su escuela asignada, o una actividad patrocinada por la escuela, como una excursión, durante al menos la mitad del día escolar regular. Un estudiante que cumpla con una suspensión fuera de la escuela o una expulsión siempre se considerará ausente.</p> <p>El padre o tutor de un estudiante tendrá la opción de esperar para enviar al niño a la escuela hasta que el niño tenga seis o siete años de edad, al firmar un formulario de opción en las oficinas del distrito escolar.</p> <p>Un niño cuyo número total de ausencias en cualquier momento durante un año escolar es igual o superior al 10 por ciento del número total de días que los estudiantes han estado inscritos en la escuela durante el año escolar se considera un "estudiante crónicamente ausente". El estudiante estará sujeto a revisión por parte del equipo de asistencia del distrito y/o de la escuela.</p> <p>Todos los niños que asisten a las escuelas del distrito deben obtener las vacunas requeridas a menos que tengan contraindicaciones médicas u objeciones religiosas. Esta obligación puede ser eximida para los estudiantes sin hogar.</p>

Ausentismo	<p>Absentismo escolar – El absentismo escolar se define por estatuto como ausencia(s) de la escuela sin el conocimiento o la aprobación de los padres / tutores y / o funcionarios de la escuela. Un estudiante de cinco a dieciocho años inclusive con 4 (cuatro) ausencias injustificadas en un mes o 10 (diez) ausencias injustificadas en un año escolar se considerará un absentismo escolar. La acción disciplinaria puede incluir horas después de la escuela determinadas por cada periodo de clase / período de estudiante perdido. Los textos y el trabajo académico que falte en clase ese día se registrarán como una calificación reprobada.</p> <p>Los padres tienen la responsabilidad de ayudar a los funcionarios escolares a remediar y prevenir el absentismo escolar. El personal de la escuela tiene el mandato del estado de reportar ausencias excesivas o padres de preocupación.</p> <p>La información sobre el absentismo escolar también se publicará en las boletas de calificaciones anuales del distrito requeridas por la Ley de Éxito de Cada Estudiante (ESSA)</p>
Intimidación	<p>Intimidación – La intimidación de un estudiante por parte de otro estudiante está prohibida. Tal comportamiento se define como un acto que es</p> <ul style="list-style-type: none"> directa o indirecta y severo, persistente o generalizado que: <ul style="list-style-type: none"> D. causa daño físico o emocional a un individuo, E. Coloca a una persona en un temor razonable de daño físico o emocional, o su propiedad, F. Infringe los derechos y oportunidades de una persona en la escuela. <p>La intimidación incluirá, pero no debe limitarse a, una comunicación escrita, oral o electrónica o un acto o gesto físico basado en cualquier característica diferenciadora real o percibida, como raza, color, religión, ascendencia, origen nacional, género, orientación sexual, identidad de género o expresión. Estatus socioeconómico, estado académico, apariencia física o discapacidad mental, física, de desarrollo o sensorial, o por asociación con un individuo o grupo que tiene o se percibe que tiene una o más de tales características. (El estudiante contra el que se dirige la actividad debe asistir a la escuela en el mismo distrito que los estudiantes que participan en la actividad).</p> <p>Los ejemplos de intimidación incluyen, pero no se limitan a:</p> <ul style="list-style-type: none"> 8. Violencia física y ataques 9. Burlas verbales, insultos y humillaciones, incluidas las humillaciones verbales por motivos étnicos o de género 10. Amenazas e intimidación 11. Extorsión o robo de dinero y/o posesiones 12. Exclusión de grupos de compañeros dentro de la escuela 13. El uso indebido de las comunicaciones electrónicas con el propósito de intimidar, acosar o acosar sexualmente a otros estudiantes dentro o fuera de la escuela ("ciberacoso") 14. Orientación de un estudiante en función de las características "diferenciadoras" reales o percibidas del estudiante, como raza,

	<p>color, religión, ascendencia, origen nacional, género, orientación sexual, identificación o expresión de género, estado socioeconómico o académico, apariencia física o discapacidad mental física, de desarrollo o sensorial.</p> <p>Estudiante(s) que participen en cualquier acto de intimidación, en terrenos escolares, en una actividad, función o programa patrocinado o relacionado con la escuela, ya sea dentro o fuera de los terrenos de la escuela, en una parada de autobús escolar, en un autobús escolar u otro vehículo propiedad, arrendado o utilizado por la Junta de Educación, o a través del uso de un dispositivo electrónico o un dispositivo móvil electrónico de propiedad, arrendado o utilizado por la Junta de Educación, y fuera del entorno escolar si tal intimidación:</p> <ol style="list-style-type: none"> 4. crea un ambiente hostil en la escuela para la(s) víctima(s), 5. infrinja los derechos de la(s) víctima(s) en la escuela, o 6. altera sustancialmente el proceso educativo o el funcionamiento ordenado de una escuela, están sujetos a las medidas disciplinarias apropiadas hasta e incluyendo suspensiones, expulsión y / o remisión a los funcionarios encargados de hacer cumplir la ley. <p>Los estudiantes y/o sus padres pueden presentar un informe escrito de conducta que consideran intimidación. Los estudiantes también pueden presentar una queja informal de contacto que consideran que es intimidación por informe verbal a cualquier empleado de la escuela, quien reducirá rápidamente la queja a un escrito y la enviará al Intervencionista de Bienestar y Seguridad Escolar para su revisión y acción. Los estudiantes y los padres pueden hacer denuncias anónimas de acoso escolar. Los informes escritos de los padres y los informes anónimos de los estudiantes serán investigados por el Intervencionista de Bienestar y Seguridad Escolar, pero no se tomará ninguna acción disciplinaria únicamente sobre la base de un informe anónimo.</p> <p>El intervencionista de bienestar y seguridad escolar es responsable de tomar un informe de acoso escolar e investigar la queja. Los padres/tutores del presunto autor de la ley de intimidación y los padres/tutores de los estudiantes contra quienes se dirigió dicho presunto acto recibirán una notificación inmediata de que dicha investigación ha comenzado. Los resultados de la investigación se facilitarán a más tardar 48 horas después de su finalización, verbalmente y por correo electrónico. Los padres de los estudiantes involucrados en un acto verificado de intimidación serán invitados a asistir al menos a una reunión en la escuela. Los intervencionistas de bienestar deben recibir capacitación en salud mental y primeros auxilios.</p>
Abuso de menores	<p>Abuso infantil, negligencia y agresión sexual : todos los empleados de la escuela, incluidos los maestros, superintendentes, administradores, entrenadores de atletismo intramuros o interescolares, paraprofesionales y otro personal profesional de la escuela, incluidos consejeros de orientación, consejeros escolares, paraprofesionales, trabajadores sociales, psicólogos, enfermeras con licencia, médicos, analistas de comportamiento con licencia y maestros sustitutos, están obligados por ley (C.G.S. 17a-</p>

	<p>101) a reportar sospechas de abuso infantil, negligencia o si un niño es puesto en peligro inminente de daño grave o agresión sexual por parte de un empleado escolar al Departamento de Niños y Familias del Estado de Connecticut. Los procedimientos específicos que rigen la denuncia de abuso y negligencia están en vigor, y el personal recibe capacitación en su uso, según lo requerido por la ley estatal.</p> <p>La denuncia de abuso infantil, negligencia y agresión sexual por parte de un empleado de la escuela es una responsabilidad que se toma en serio. Si hay alguna duda sobre la denuncia de sospecha de abuso, negligencia o una agresión sexual, se hará una denuncia. La escuela trabajará con los padres y las agencias sociales apropiadas en todos los casos.</p> <p>El maltrato de menores se define como cualquier lesión física infligida por medios distintos de los accidentales o lesiones que no estén en consonancia con la explicación dada para su causa. El tratamiento inadecuado, como la desnutrición, el abuso sexual, la privación de artículos de primera necesidad, el abuso emocional, el castigo cruel o el abandono, también se consideran abuso infantil.</p> <p>La Junta de Educación pasará en cada escuela el número de teléfono de la línea directa telefónica de abuso infantil del Departamento de Niños y Familias, Careline, y la dirección web de Internet que proporciona información sobre Careline en un lugar visible frecuentado por los estudiantes. Dicha publicación se hará en varios idiomas apropiados para los estudiantes matriculados en la escuela.</p>
Conducta	<p>Conducta - Los estudiantes son responsables de conducirse adecuadamente de una manera responsable, adecuada a su edad y nivel de madurez. Deben aceptar la responsabilidad por el mal comportamiento y comprometerse con el personal de la escuela para identificar cómo una opción diferente de acción podría resultar en un mejor resultado. El distrito tiene autoridad sobre los estudiantes durante el día escolar regular y mientras va y viene de la escuela en el transporte del distrito. Esta jurisdicción incluye cualquier actividad relacionada con la escuela, independientemente de la hora o la ubicación, y cualquier mala conducta relacionada con la escuela fuera del campus, independientemente de la hora o la ubicación.</p> <p>Las responsabilidades de los estudiantes para lograr un ambiente de aprendizaje positivo en la escuela o en las actividades relacionadas con la escuela incluyen:</p> <ol style="list-style-type: none"> 11. Asistir a todas las clases, regularmente y a tiempo. 12. Estar preparado para cada clase con materiales y tareas apropiadas. 13. Estar vestido adecuadamente. 14. Mostrar respeto hacia los demás, participar en el discurso civil. 15. Comportarse de manera responsable. 16. Pagar las tarifas y multas requeridas. 17. Cumplir con el código de conducta. 18. Obedecer todas las reglas de la escuela, incluidas las reglas de seguridad y las reglas relacionadas con la seguridad en Internet.

	<div>19. Buscar cambios en las políticas y regulaciones escolares de manera ordenada y responsable, a través de los canales apropiados.</div> <div>20. Cooperar con la investigación del personal de casos disciplinarios y ofrecer voluntariamente información de relacionada con una infracción grave.</div> <div>Los estudiantes que violen estas reglas estarán sujetos a medidas disciplinarias y serán remitidos cuando sea apropiado a las autoridades legales por violación de la ley.</div> <div>Los estudiantes en la escuela o las actividades relacionadas con la escuela tienen prohibido:</div> <div><div>29. Participar en la deshonestidad académica, incluyendo hacer trampa, plagiar intencionalmente, dar o recibir ayuda injustamente durante el examen académico y obtener injustamente copias o puntajes de la prueba.</div><div>30. Lanzar objetos que puedan causar lesiones corporales o dañar la propiedad.</div><div>31.</div><div>31. Salir de los terrenos de la escuela o eventos patrocinados por la escuela sin permiso.</div><div>32.</div><div>32. Dirigir blasfemias, lenguaje vulgar u gestos obscenos hacia otros estudiantes o personal.</div><div>33.</div><div>33. Desobedecer las directivas del personal de la escuela o las políticas, reglas y regulaciones de la escuela.</div><div>34.</div><div>34. Ser irrespetuoso o dirigir lenguaje vulgar o gestos obscenos hacia los maestros u otros empleados de la escuela.</div><div>35.</div><div>35. Jugar con fósforos, fuego o cometer incendios provocados.</div><div>36. Cometer robo o hurto.</div><div>37. Dañar o vandalizar la propiedad de la escuela, otros estudiantes o empleados de la escuela.</div><div>38. Desobedecer las reglas escolares en los autobuses escolares.</div><div>39. Pelear, cometer abuso físico o amenazar con abuso físico.</div><div>40. Cometer extorsión, coerción o chantaje, es decir, obligar a un individuo a actuar mediante el uso de la fuerza o la amenaza de la fuerza.</div></div>
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	<p>41. Insultos, insultos étnicos o raciales o declaraciones despectivas que pueden interrumpir sustancialmente el programa escolar o incitar a la violencia.</p> <p>42. Participar en contacto físico o sexual inapropiado que perturbe en el entorno escolar o que perturbe a otros estudiantes.</p> <p>43. Agredir a un maestro, miembro del personal u otra persona.</p> <p>44. Vender, dar, entregar, poseer, usar o estar bajo la influencia de drogas, como marihuana, una sustancia controlada o drogas, o una bebida alcohólica.</p> <p>45. Poseer un arma mortal, un instrumento peligroso, un arma de fuego, un arma de artes marciales o una imitación de armas.</p> <p>46. Poseer medicamentos recetados que se administran a una persona que no sea a quien se le receta el medicamento.</p> <p>47. Fumar o usar productos de tabaco, incluidos los sistemas electrónicos de administración de nicotina (cigarrillos electrónicos) y los productos de vapor.</p> <p>48. Novatadas, Intimidación.</p> <p>49. Comportamiento de cualquier manera que interrumpa el entorno escolar o el proceso educativo.</p> <p>50. Uso de dispositivos electrónicos durante la jornada escolar en edificios escolares, sin aprobación previa del director.</p> <p>51. Violar la política de seguridad en Internet del distrito y/o la política de redes sociales en línea.</p> <p>52. Hacer trampa, plagiar, incluso por medios electrónicos.</p> <p>53. Amenazar de cualquier manera, incluyendo oralmente, por escrito o a través de comunicación electrónica, a un miembro de la escuela, incluyendo a cualquier maestro, un miembro de la administración de la escuela u otro empleado, o un compañero de estudios.</p> <p>54. Tomar, almacenar, difundir, transferir, ver o compartir imágenes o fotografías obscenas, pornográficas, lascivas o ilegales, ya sea mediante transferencia electrónica de datos de otros medios, incluidos, entre otros, los mensajes de texto y el correo electrónico.</p> <p>55. Violar cualquier ley estatal o federal indicaría que el estudiante representa un peligro para cualquier persona en la escuela o para la propiedad de la escuela.</p> <p>56. Dañar de manera intencional los equipos electrónicos y/o software de la escuela</p> <p>Se insta a los estudiantes a participar en los esfuerzos para construir un clima escolar positivo, así como alternativas a la disciplina excluyente, como círculos restaurativos o tutorías entre compañeros.</p>
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	<p>Durante los bailes escolares, los estudiantes no pueden salir del edificio hasta ____ PM a menos que se reciba permiso por escrito de los padres / tutores que indiquen que los padres / tutores recogerán al estudiante antes de ____ PM. En ____ PM, el edificio de la escuela y los terrenos de la escuela estarán asegurados y la supervisión de los adultos terminará. A los estudiantes sin dicho permiso por escrito no se les permitirá salir y volver a entrar en la actividad de baile. No se permite fumar en ninguna función de la escuela. Todas las reglas de la escuela están en vigor durante dicha actividad.</p>
Fumar	<p>Fumar – Los estudiantes no deben poseer ni fumar ni usar productos de tabaco o cigarrillos electrónicos o dispositivos de productos de vapor en todas las propiedades de la escuela, tanto dentro como fuera, o en cualquier actividad relacionada con la escuela o sancionada por la escuela, dentro o fuera de la propiedad de la escuela según lo dispuesto por la ley estatal y federal.</p>
Abuso de Sustancias	<p>Abuso de sustancias - Como se indicó anteriormente, la escuela prohíbe la fabricación, distribución, dispensación, posesión o uso de alcohol o sustancias controladas en los terrenos de la escuela o durante las actividades escolares. Cualquier estudiante que viole esto será objeto de las siguientes acciones disciplinarias: (ENUMÉRALOS AQUÍ).</p>
Disciplina	<p>Disciplina - Un estudiante que viole el código de conducta del distrito estará sujeto a medidas disciplinarias. Las acciones disciplinarias de NLPs pueden incluir el uso de una o más técnicas de gestión de disciplinas, como un modelo de justicia restaurativa, detención, expulsión de clase, expulsión de un programa de educación alternativo, suspensión de la escuela, suspensión fuera de la escuela y expulsión. Las medidas disciplinarias serán apropiadas para la ofensa. Además, cuando un estudiante viola la ley, ese estudiante puede ser remitido a las autoridades legales para su enjuiciamiento. Los estudiantes están sujetos a disciplina hasta e incluyendo la suspensión y expulsión por mala conducta, que es gravemente perjudicial para el proceso educativo y viola la política de la junta de educación publicitada, incluso si dicha conducta ocurre fuera de la propiedad de la escuela y durante el tiempo sin escolaridad. El distrito escolar cree que las prácticas disciplinarias excluyentes (suspensión, expulsión) limitan el acceso de los estudiantes a la instrucción en el aula y no mejoran los resultados de los estudiantes y el clima escolar. Estas prácticas se utilizarán como último recurso.</p>
Detención	<p>Detención – Un estudiante puede ser detenido fuera del horario escolar por no más de ____ horas en uno o más días por violación del código de conducta. Sin embargo, la detención no comenzará hasta que los padres o tutores de los estudiantes hayan sido notificados de la razón de la determinación (y puedan hacer arreglos para el transporte de los estudiantes el día o los días de la detención).</p>
Expulsión	<p>Expulsión – Un maestro puede sacar a un estudiante de la clase cuando el estudiante deliberadamente causa una interrupción grave en el proceso de enseñanza y aprendizaje dentro del aula.</p> <p>Antes de una audiencia de expulsión, los padres recibirán un aviso de al menos cinco (5) días hábiles antes de dicha audiencia. Contendrá información sobre los derechos legales del estudiante y de los padres/tutores e información relativa a los servicios</p>

	<p>legales se proporcionará al estudiante y a sus padres o tutores. Un abogado u otro defensor puede representar a cualquier estudiante sujeto a procedimientos de expulsión. El padre o tutor del estudiante tiene derecho a que la audiencia de expulsión se posponga hasta una semana para dar tiempo a obtener representación, excepto que, si existe una emergencia, dichas audiencias se llevaran a cabo lo antes posible después de la expulsión.</p> <p>La Junta de Educación puede expulsar a un estudiante de los grados 3 a 12 inclusive, del privilegio escolar si, después de una audiencia completa, la Junta determina que la conducta del estudiante es a la vez (1) una violación de una política de la Junta; y (2) ya sea perturbando gravemente el proceso educativo o poniendo en peligro a personas o bienes. Los estudiantes que han sido expulsados por primera vez pueden ser elegibles para un programa educativo alternativo, según se define de acuerdo con los estándares de la Junta Estatal de Educación.</p> <p>La expulsión de la escuela dará lugar a la pérdida de todos los privilegios extracurriculares y sociales durante el período de expulsión.</p> <p>Para cualquier estudiante menor de 16 años que sea expulsado y los estudiantes entre 16 y 18 expulsados por primera vez y que nunca hayan sido suspendidos, la Junta de Educación puede acortar la duración o retirar el período de expulsión si el estudiante completa con éxito un programa especificado por la Junta y cumple con cualquier otra condición requerida por la Junta. Dicho programa especificado por la Junta no requiere que el estudiante o el padre/tutor del estudiante paguen por la participación en el programa. A dicho estudiante se le debe ofrecer una oportunidad educativa alternativa que cumpla con los "Estándares para oportunidades educativas alternativas" de la Junta Estatal de Educación.</p> <p>Los estudiantes de los grados de preprimaria hasta el grado 12 inclusive están sujetos a la expulsión obligatoria por la posesión y / o uso de armas, incluidas las armas de artes marciales, u otros instrumentos peligrosos en cualquier edificio escolar, en los terrenos de la escuela, en cualquier vehículo escolar o en cualquier actividad patrocinada por la escuela durante el año escolar. Un estudiante de los grados de preprimaria hasta el grado 12 inclusive, que ofrece drogas ilegales para la venta o distribución dentro o fuera de los terrenos de la escuela también es causa de expulsión por el año escolar. La Junta podrá modificar el período de expulsión caso por caso.</p> <p>Cada vez que un estudiante es expulsado, la notificación de la expulsión y la conducta por la que el estudiante fue expulsado se incluirán en el registro de educación acumulativa del estudiante. El registro será borrado si el estudiante se gradúa de la escuela secundaria y la expulsión no fue por posesión de armas y / o por la venta o distribución de drogas ilegales.</p> <p>Si la expulsión de un estudiante se acorta o el período de expulsión se retira en función del hecho de que el estudiante fue expulsado por primera vez, nunca ha sido</p>
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	<p>suspendido y completado con éxito un programa especificado por la Junta y / o cumplió con otras condiciones requeridas por la Junta, el aviso de expulsión se borrará del registro educativo acumulativo si el estudiante se gradúa de la escuela secundaria o, si la Junta así lo decide, en el momento en que el estudiante complete el programa especificado por la Junta y cumpla con otras condiciones requeridas por la Junta.</p>
Expulsión	<p>Estudiantes expulsados - menores de 16 años, se les ofrecerá un plan de aprendizaje individualizado como parte de una educación alternativa. A los estudiantes de entre 16 y 18 años que sean expulsados, incluso por conductas que pongan en peligro a otros, se les ofrecerá una oportunidad educativa alternativa si es la primera expulsión del estudiante (PA 16-147). Una vez que un estudiante es admitido en una colocación educativa alternativa, se desarrollará un Plan de Aprendizaje Individualizado (ILP) para gobernar la programación para el estudiante durante el período de expulsión.</p> <p>Un estudiante del distrito que ha cometido un delito expulsable que busca regresar a una escuela del distrito después de haber estado en un centro de detención juvenil, la Escuela de Capacitación Juvenil de Connecticut o cualquier otra colocación residencial durante un año o más, en lugar de la expulsión del Distrito, se le permitirá regresar al entorno escolar apropiado dentro del distrito. Además, el distrito no expulsará al estudiante de ningún tiempo adicional por la(s) ofensa(s).</p>
Suspensión	<p>Suspensión— Un maestro puede excluir a un estudiante de una clase cuando el estudiante deliberadamente causa una interrupción grave del proceso de enseñanza y aprendizaje dentro del aula. Los administradores de la escuela determinarán, usando las pautas estatales, si la suspensión será dentro o fuera de la escuela.</p> <p>La administración puede suspender a un estudiante por infracción de las reglas de la escuela. La suspensión se define como una exclusión de los privilegios escolares por no más de diez (10) días consecutivos, siempre que dicha exclusión no se extienda más allá del final del año escolar en el que se impuso la suspensión. Los estudiantes de preescolar hasta el grado 2, inclusive, solo pueden recibir suspensiones dentro de la escuela, a menos que, después de una audiencia informal, la administración determine que una suspensión fuera de la escuela es apropiada sobre la base de la evidencia de que la conducta del estudiante en la escuela si es de naturaleza violenta o sexual que pone en peligro a las personas.</p> <p>Sin embargo, ningún estudiante será suspendido sin una audiencia informal ante el director del edificio o su designado, momento en el que se informará al estudiante de las razones de la acción disciplinaria y se le dará la oportunidad de explicar la situación, a menos que las circunstancias que rodean el incidente requieran la expulsión inmediata. En tal caso, la audiencia informal se llevará a cabo durante la suspensión. La suspensión de la escuela resultará en la pérdida de privilegios extracurriculares y sociales durante el período de suspensión.</p> <p>Para cualquier estudiante suspendido por primera vez y que nunca ha sido expulsado, la administración puede acortar la duración o renunciar al período de suspensión si el estudiante completa con éxito un programa especificado por la administración y</p>

	cumple con cualquier otra condición requerida por la administración, que no incurrirá en un gasto para el estudiante o sus padres.
Calificación Ponderada	Calificación Ponderada - La Junta de Educación cree que, debido a la naturaleza rigurosa de los honores y / o clases de colocación avanzada, las calificaciones obtenidas en dichas clases merecen un peso adicional a los efectos de calcular el promedio de calificaciones y determinar el rango de clase. El sistema de clasificación refleja su posición.
Estudiantes sin hogar	<p>Estudiantes sin hogar - Los estudiantes sin hogar, según lo define la legislación federal y estatal, tendrán todos los programas, servicios y transporte que otros estudiantes disfrutan y pueden continuar asistiendo a la escuela de origen. La conexión local para los niños sin hogar es la Sra. Carrie Rivera. El distrito ha revisado sus políticas y regulaciones existentes para eliminar las barreras a la inscripción y retención de niños y jóvenes sin hogar. Los niños y jóvenes sin hogar se definen como "individuos que carecen de una residencia nocturna fija, regular y adecuada". Los niños sin hogar tienen derecho a asistir a la escuela o al origen "en la medida de lo posible", a menos que hacerlo sea contrario a la solicitud de los padres o tutores de dicho estudiante o de los jóvenes no acompañados.</p> <p>Cualquier niño o joven sin hogar al que se le niegue alojamiento escolar continuará asistiendo o se inscribirá inmediatamente en la escuela seleccionada por el niño en el distrito escolar. Se proporcionará una explicación por escrito de las razones de la denegación de adaptaciones escolares de una manera y forma comprensible para dicho niño o joven sin hogar, o padre / tutor. También se proporcionará información sobre el derecho a apelar la decisión de la denegación de adaptaciones. El niño o joven sin hogar tiene derecho a continuar asistiendo durante todas las apelaciones disponibles.</p> <p>Un estudiante sin hogar que no está bajo la custodia física de un padre / tutor tendrá pleno acceso a su educación y registros médicos en posesión de la Junta.</p>
Deberes	<p>Tarea – El propósito de la tarea es ayudar a los estudiantes a convertirse en estudiantes autodirigidos e independientes y está relacionado con el progreso educativo del estudiante. Sirve para ayudar a todos los estudiantes a alcanzar sus metas de instrucción.</p> <p>Las tareas específicas pueden fortalecer habilidades básicas, extender el aprendizaje en el aula, estimular y fomentar intereses, reforzar habilidades de estudio independientes, desarrollar iniciativa, responsabilidad y autodirección, estimular el uso de mérito del tiempo libre y familiarizar a los padres con el trabajo del estudiante en la escuela.</p>
Estudiantes con dominio limitado del inglés (LEP)	Estudiantes con dominio limitado del inglés (LEP) (estudiantes de inglés) – Los padres de estudiantes con dominio limitado del inglés (LEP) / estudiantes de inglés que participen en un programa de instrucción de idiomas serán notificados dentro de los 30 días de la colocación de su hijo en el programa. La notificación incluirá una explicación de por qué, una descripción del programa y los derechos de los padres a sacar a su hijo del programa de estudiantes de inglés. Además, la notificación explicará cómo el programa ayudará al niño a desarrollarse académicamente, aprender inglés y alcanzar los estándares necesarios para la promoción.

	<p>Los estudiantes que no cumplan con el estándar de dominio del inglés o que demuestren un progreso limitado recibirán servicios adicionales de apoyo lingüístico que pueden incluir, entre otros, el programa de inglés como segundo idioma, los programas de inglés protegidos, los programas de inmersión en inglés, la escuela de verano, la asistencia después de la escuela, la asistencia con la tarea y la tutoría. A los estudiantes después de 30 meses en un programa bilingüe no se les ofrecerá educación bilingüe adicional.</p>
Estudiantes Migrantes	<p>Estudiantes Migrantes – El distrito tiene un programa para abordar las necesidades de los estudiantes migrantes. Se proporcionará una gama completa de servicios a los estudiantes migrantes, incluidos los programas aplicables del Título 1, educación especial, educación para superdotados, educación vocacional, programas de idiomas, programas de asesoramiento y clases electivas. Los padres/tutores de los estudiantes migrantes participarán y serán consultados regularmente sobre el desarrollo, implementación, operación y evaluación del programa para migrantes.</p>
Reclutamiento en el campus	<p>Reclutamiento en el campus: los estudiantes de intermedia y secundaria serán informados de la disponibilidad de (1) educación y capacitación vocacional, técnica y tecnológica de las escuelas secundarias técnicas y (2) educación en ciencias y tecnología agrícolas en los centros regionales de educación en ciencia y tecnología agrícola. Se proporcionará acceso completo para el reclutamiento de estudiantes por parte de las escuelas secundarias técnicas, el centro regional de educación en ciencia y tecnología agrícola, las escuelas magnet y las escuelas chárter. Los reclutadores militares y las instituciones de educación superior tendrán acceso a los nombres, direcciones y listados telefónicos de los estudiantes de secundaria, a menos que los padres o tutores del estudiante presenten una solicitud por escrito para que dicha información no se publique sin su consentimiento previo por escrito.</p>
Aplicaciones de pesticidas	<p>Aplicación de pesticidas - Sólo los aplicadores de pesticidas certificados se utilizarán en las escuelas para cualquier uso de plaguicidas que no sean de emergencia en los edificios escolares o en los terrenos de las escuelas. Las aplicaciones de pesticidas se limitan a las horas no escolares y cuando no se llevan a cabo actividades. Se publicarán las zonas en las que se aplicarán pesticidas y se mantendrá un registro escrito de todas las solicitudes de plaguicidas durante cinco años. Los padres/tutores y el personal que quieran recibir un aviso por adelantado de todo el uso de pesticidas se enumerarán en un registro y dicho aviso se proporcionará según lo requiera la ley. Los padres/tutores que quieran ser notificados antes de las solicitudes de pesticidas dentro del área de asignación escolar de su(s) hijo(s) pueden comunicarse con el Sr. Miguel Gautier, Jr.</p>
Actividad física	<p>Actividad Física - Todos los estudiantes matriculados en la escuela primaria deberán haber incluido en la jornada escolar regular, tiempo dedicado al ejercicio físico, de no menos de 20 minutos en total. Este requisito puede ser alterado por un Equipo de Planificación y Colocación (PPT) para un niño que requiere educación especial y servicios relacionados o si la junta de educación permite una cantidad adicional de tiempo.</p>

	<p>Este período diario de actividad física para los estudiantes de escuela primaria puede ser una combinación de clases planificadas de educación física, recreo y / o actividades en el aula dirigidas por el maestro.</p> <p>Los empleados de la escuela no pueden exigir a los estudiantes que realicen actividad física como una forma de disciplina durante el día escolar. Esta restricción no se aplica a un breve período de descanso/tiempos de espera, referencias a un administrador del edificio o por razones de seguridad. A los estudiantes en la escuela primaria no se les puede negar la participación en el recreo o en otras oportunidades sostenidas de actividad física durante el aprendizaje en el aula como una forma de disciplina. La pérdida del recreo u otras oportunidades de aprendizaje físicamente activas pueden permitirse caso por caso, sobre una base aprobada administrativamente.</p>
Ejercicio físico	<p>Ejercicio físico - Todos los estudiantes en la escuela primaria tendrán, en el día escolar regular, tiempo dedicado al ejercicio físico, de no menos de 20 minutos en total, a menos que sea alterado para un estudiante por un equipo de planificación y colocación para un niño que requiera educación especial. Dicho ejercicio físico puede ser una combinación de clases planificadas de educación física, recreo y/o actividades en el aula dirigidas por el maestro. El período de actividad física no se le quitará a un estudiante de primaria como una forma de castigo. Además, a los estudiantes de todos los grados, K-12, no se les puede asignar actividad física como una forma de castigo.</p> <p>Los empleados de la escuela no pueden impedir que un estudiante de la escuela primaria participe en el recreo o en otras oportunidades sostenidas de actividad física durante el aprendizaje en el aula como una forma de disciplina.</p>
Promoción, retención y colocación	<p>Promoción, retención y colocación - Un estudiante será promovido de un grado al siguiente sobre la base del rendimiento académico. Un estudiante de escuela intermedia debe tener un promedio general de 70 o más, así como un promedio de 70 o más en al menos tres de las siguientes materias: Artes del Lenguaje (incluida la mejora de la lectura si es necesario), matemáticas, estudios sociales y ciencias. Si el promedio de calificaciones de un estudiante en cualquier materia o curso es inferior a (7) al final de las primeras tres semanas de cualquier período de calificación, se notificará a los padres del estudiante.</p> <p>Un estudiante en los grados 6-8 que no es promovido será retenido en el mismo grado o colocado en un programa de educación alternativa. Ningún estudiante será retenido más de una vez en los grados 5-8 a menos que un comité de los maestros del estudiante y dos administradores aprueben y el padre / tutor esté de acuerdo debido a circunstancias especiales.</p> <p>Un estudiante en los grados 9-12 será colocado en un curso de recuperación o compensación sólo cuando cumpla con dos o más de los siguientes criterios:</p> <ol style="list-style-type: none"> 4. El estudiante ha puntuado (uno o más) años por debajo del nivel de grado en la prueba de logro estandarizada del distrito. 5. El estudiante no ha podido demostrar dominio en (una o más) áreas de la prueba de maestría más reciente de Connecticut.

	<p>6. El estudiante ha sido recomendado, basado en el rendimiento previo en los cursos académicos, por el profesor, director o consejero.</p> <p>Los estudiantes deben demostrar el logro de las habilidades básicas necesarias para la graduación basado en el programa de evaluación del distrito. Una falta de alcanzar estas habilidades puede requerir la participación en cursos adicionales, programas especiales de ayuda, escuela de verano, reexaminación, etc.</p>
Uso de drogas psicotrópicas	<p>Uso de drogas psicotrópicas – El personal de la escuela tiene prohibido recomendar el uso de drogas psicotrópicas para cualquier estudiante inscrito en el sistema escolar. Las enfermeras escolares, las enfermeras practicantes, el asesor médico del distrito, los psicólogos escolares, los trabajadores sociales escolares y los consejeros escolares, pueden recomendar que un estudiante sea evaluado por un médico apropiado. Además, el distrito tiene prohibido exigir a un niño que obtenga una receta antes de que pueda asistir a la escuela, ser evaluado para determinar la elegibilidad para la educación especial o recibir educación especial.</p>
Ceremonias y celebraciones escolares	<p>Ceremonias y observancias escolares – El distrito escolar reconoce el valor de ciertas ceremonias y celebraciones en la promoción del patriotismo y la buena ciudadanía entre los estudiantes. Por lo tanto, se alientan las actividades en las escuelas que conmemoran los días festivos nacionales, como, entre otros, el Día de Martin Luther King, el Día de los Veteranos, el Día de los Caídos, el Día de Acción de Gracias y el Día de los Presidentes. El distrito recuerda a los estudiantes, profesores y administración de la variedad de creencias religiosas, y se insta a todos a ser conscientes y respetar las sensibilidades de los demás.</p> <p>Se planificarán actividades relacionadas con una fiesta o tema religioso para garantizar que la actividad no sea devocional y que los estudiantes de todas las religiones puedan unirse sin sentir que están traicionando sus propias creencias. Por lo tanto</p> <ol style="list-style-type: none"> 4. Las obras de teatro escolares y de clase no serán excesivamente religiosas, y se evitarán los escenarios similares a la iglesia; 5. La música religiosa no dominará por completo la selección de música; y 6. Las notas e ilustraciones del programa no deben ser religiosas ni sectarias. <p>A los estudiantes se les dará la opción de ser excusados de participar en aquellas partes de un programa o plan de estudios que involucren un tema religioso que entre en conflicto con sus propias creencias religiosas. Si un padre o estudiante tiene alguna pregunta con respecto al uso de música religiosa, obras de arte y / o símbolos en un curso / actividad en particular, se debe contactar al Director del Edificio.</p> <p>Se proporcionará una oportunidad, al comienzo de cada día escolar, para que los estudiantes observen un período apropiado de meditación silenciosa y recitan el Juramento de Lealtad. La participación en las actividades es voluntaria. Se espera que los no participantes mantengan el orden y el decoro apropiado para el entorno escolar.</p>

Programa de Prevención y Educación sobre Abuso Sexual	<p>Programa de Prevención y Educación de Abuso Sexual – Los estudiantes en los grados K-12 estarán involucrados en un programa de abuso sexual infantil orientado a la prevención que enseña a los estudiantes técnicas apropiadas para su edad para reconocer el abuso sexual infantil y cómo denunciarlo. Los padres/tutores pueden permitir que sus hijos opten por no participar en el programa de concientización o en cualquier parte del mismo notificando a la escuela por escrito de dicha solicitud.</p>
Registros de estudiantes (incluido el acceso a reclutadores)	<p>Registros de estudiantes : los registros escolares de un estudiante son confidenciales y están protegidos por las leyes federales y estatales contra la inspección o el uso no autorizados. Se mantiene un registro acumulativo para cada estudiante desde el momento en que el estudiante ingresa al distrito hasta que el estudiante se retira o se gradúa. Este registro se mueve con el estudiante de una escuela a otra.</p> <p>Por ley, ambos padres, ya sean casados, separados o divorciados, tienen acceso a los registros de un estudiante menor de 18 años o dependiente para fines fiscales. A un padre cuyos derechos han sido legalmente terminados se le negará el acceso a los registros si la escuela recibió una copia de la orden judicial que termina estos derechos.</p> <p>El director es el conservador de todos los registros de los estudiantes actualmente matriculados en la escuela asignada. El Superintendente es el conservador de todos los registros de los estudiantes que se han retirado o se han graduado. Los registros pueden revisarse durante el horario escolar regular al completar el formulario de solicitud por escrito. El conservador o la persona designada del registro responderá a las solicitudes razonables de explicación e interpretación de los registros.</p> <p>Los padres de un menor o de un estudiante que es dependiente a fines fiscales, el estudiante (si tiene 18 años o más) y los funcionarios de la escuela con intereses educativos legítimos son las únicas personas que tienen acceso general a los registros de un estudiante. Los "funcionarios escolares con intereses educativos legítimos" incluyen a cualquier empleado, como un administrador, maestro, personal de apoyo, miembro de la Junta de Educación, abogado, agentes o instalaciones con las que el distrito contrata la colocación de estudiantes con discapacidades, así como sus abogados y consultores, que son:</p> <ol style="list-style-type: none"> 4. Trabajar con el estudiante; Considerar acciones disciplinarias o académicas, el caso del estudiante, un Plan de Educación Individual (IEP, por sus siglas en inglés) para un estudiante con discapacidades bajo IDEA o un programa diseñado individualmente para un estudiante con discapacidades bajo la Sección 504; 5. Recopilación de datos estadísticos; o 6. Investigar o evaluar programas. <p>Algunos otros funcionarios de varias agencias gubernamentales pueden tener acceso limitado a los registros. Los materiales que no se consideran registros educativos, como las notas personales de los maestros sobre un estudiante que se comparten solo con un maestro sustituto y los registros pertenecientes a los ex alumnos después de que ya no</p>

	<p>son estudiantes en el distrito, no tienen que ponerse a disposición de los padres o el estudiante.</p> <p>Un estudiante mayor de 18 años y los padres de estudiantes menores de edad pueden inspeccionar los registros del estudiante y solicitar una corrección si los registros son inexactos, engañosos o de otra manera en violación de la privacidad del estudiante u otros derechos. Si el distrito refuta la solicitud de enmendar los registros, el solicitante tiene derecho a una audiencia. Si los registros no se modifican como resultado de la audiencia, el solicitante tiene 30 días escolares para ejercer el derecho de colocar una declaración comentando la información en el registro del estudiante. Aunque las calificaciones registradas incorrectamente pueden ser impugnadas, los padres y el estudiante no pueden impugnar la calificación de un estudiante en un curso a través de este proceso. Los padres del estudiante tienen el derecho de presentar una queja ante el Departamento de Educación de los Estados Unidos si creen que el distrito no cumple con la ley con respecto a los registros de los estudiantes. La política del distrito con respecto a los registros de los estudiantes está disponible en los directores o en la oficina del superintendente.</p> <p>Las copias de los registros de los estudiantes están disponibles a un costo de _____ por página, pagadero por adelantado. A los padres se les pueden negar copias de los registros de un estudiante (1) después de que el estudiante cumpla 18 años y ya no sea dependiente para fines fiscales; (2) cuando el estudiante asiste a una institución de educación postsecundaria; (3) si el padre no sigue los procedimientos adecuados y paga el cargo por copia; o (4) cuando el distrito reciba una copia de una orden judicial que pone fin a los derechos de los padres. Si el estudiante califica para comidas gratuitas o a precio reducido y los padres no pueden ver los registros durante el horario escolar regular, a solicitud por escrito de los padres, una copia del registro se proporcionará sin cargo alguno.</p> <p>Cierta información sobre los estudiantes del distrito se considera información de directorio y se divulgará a cualquier persona que siga los procedimientos para solicitarla, a menos que el padre se oponga a la divulgación de alguna o toda la información de directorio sobre el niño. Esta objeción debe hacerse por escrito al director dentro de los diez días escolares posteriores a la emisión de este manual. La información del directorio incluye el nombre, la dirección, el número de teléfono, la fecha y el lugar de nacimiento del estudiante, el campo principal del estudiante, los niveles de grado, la fotografía, la dirección de correo electrónico, la participación en actividades y deportes reconocidos oficialmente, el peso y la altura de los miembros de los equipos atléticos, las fechas de asistencia, los premios recibidos en la escuela y la escuela anterior más reciente a la que asistió.</p> <p>Los reclutadores militares o las instituciones de enseñanza superior tendrán acceso a los nombres, direcciones y listas telefónicas de los estudiantes de enseñanza secundaria, a menos que un padre, tutor o estudiante de enseñanza secundaria de 18 años o más solicite por escrito que no se publique esa información.</p>
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	<p>El distrito dará a conocer a la Asociación de Padres y Maestros u otra organización de padres reconocida por el distrito los nombres, direcciones, número de teléfono y niveles de grado de los estudiantes (a menos que el distrito sea información antes del 15 de septiembre del año escolar de que la designación de dicha información del directorio ha sido rechazada en cuanto a un estudiante en particular) siempre que dicha información se utilice dicha organización para sus propias actividades escolares o negocios escolares.</p> <p>El distrito, cuando un estudiante se muda a un nuevo sistema escolar o escuela autónoma, enviará los registros del estudiante al nuevo distrito o escuela autónoma dentro de los diez días hábiles posteriores a la recepción de la notificación por escrito de la mudanza del nuevo distrito. A menos que los padres / tutores del estudiante autoricen la transferencia de registros por escrito, el distrito de envío está obligado a enviar un aviso cuando los registros se envían al nuevo distrito.</p> <p>Los padres y los estudiantes elegibles tienen el derecho de presentar una queja ante el Departamento de Educación de los Estados Unidos con respecto a supuestos incumplimientos por parte del distrito de los requisitos de FERPA. Las quejas pueden dirigirse a: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605.</p> <p>La Oficial de Privacidad de HIPPA del distrito es la Sra. Carrie Rivera.</p>
Calificaciones de maestros y paraprofesionales	Calificaciones de maestros y paraprofesionales - Los padres tienen el derecho de solicitar información sobre las calificaciones profesionales de los maestros de su hijo. La respuesta indicará si el maestro está certificado para la materia y el grado enseñado; la especialización de pregrado del maestro y cualquier título de posgrado o certificación que un maestro pueda tener. También se informará a los padres, si así lo solicitan, si el niño es atendido por paraprofesionales y sus calificaciones.
Título I Comparabilidad de los servicios	Título I Comparabilidad de servicios – Todas las escuelas del distrito, independientemente de si reciben fondos federales del Título I, proporcionan servicios que, tomados en su conjunto, son sustancialmente comparables. El personal, los materiales curriculares y los suministros de instrucción se proporcionan de manera que se garantice la equivalencia entre las escuelas del distrito.
Título I Participación de los padres y la familia	Compromiso de los padres y la familia del Título I – Los padres de un niño en un programa financiado por el Título 1 recibirán una copia de la política de participación de los padres y la familia del distrito, incluidas las disposiciones de una reunión anual y la participación de los padres en la planificación, revisión e implementación de los programas del Título 1 y las oportunidades para que los padres y los miembros de la familia participen en la educación de sus hijos.
Quejas y procedimientos de seguridad en el transporte	Seguridad en el transporte y procedimientos de quejas – Todas las quejas relacionadas con el transporte escolar deben hacerse al Gerente de Transporte, Julian Wilson y la Oficina de Negocios del Distrito, el Sr. Robert Funk. Se llevará a cabo un registro escrito de todas las quejas y se llevará a cabo una investigación de las denuncias.

**NHAMS ACCEPTABLE USE STUDENT AGREEMENT FORM
FOR THE 2023-2024 SCHOOL YEAR**

TECHNOLOGY ACCEPTABLE USE AGREEMENT FOR STUDENTS: Students at Nathan Hale Arts Magnet School will be provided access to computers and iPads and/or Chromebook for educational purposes. Students must agree to follow the established guidelines for acceptable use of technology to maintain the privilege of access to technology.

1. I will use the computers/iPads only to do schoolwork, and not for any other reason.
2. I will use the Internet only with my teacher's permission.
3. I will not give my password to anyone else, and I will not ask for or use anyone else's password.
4. I will not put on the computer/iPad my address or telephone number, or any other personal information about myself or anyone else.
5. I will not upload, link, or embed an image of myself or others without my teacher's permission.
6. I will not play games that a teacher has not approved.
7. I will be polite and considerate when I use the computer; I will not use it to annoy, be mean to, frighten, threaten, tease, bully, or poke fun at anyone; I will not use swear words or any other rude language.
8. I will not try to see, send, or upload anything that says and/or shows bad or mean things about anyone's race, religion, or gender.
9. I will not damage the computer/iPad or anyone else's work.
10. I will not take credit for other people's work.
11. If I have or see a problem, I will not try to fix it myself, but I will tell the teacher.
12. I will not block or interfere with school or school system communications/network settings.
13. My teacher may look at my work to be sure that I am following these rules, and if I am not, there will be consequences which may include not being able to use the computer/iPad.
14. I know that behavior that is forbidden in school is also forbidden when I use computers outside of school if it interferes with other students' education.

Parents/Guardians: I have read and discussed with my child the Technology Acceptable Use Agreement, and I give permission for his or her use of the resources. I understand that computer access is conditional upon adherence to the agreement. Although students are supervised using computers/iPads, and their use is electronically monitored by the district, I am aware of the

possibility that my child may gain access to material that school officials, and I may consider inappropriate or not of educational value.

Volunteer paperwork is available by request in the main office or Nathan Hale and at the NLPS Human Resources Department. The New London Board of Education does not provide liability insurance coverage to non-district personnel serving as volunteers for the New London Board of Education. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by the New London Board of Education and to document the volunteer's acknowledgement that they are providing volunteer service at their own risk. Volunteers should be aware that Connecticut General Statute's section 10-235 provides school volunteers with certain rights of indemnification. Volunteers are encouraged to review that statute.

Waiver of Liability:

You acknowledge that the New London Board of Education does not provide insurance coverage for the volunteer for any loss, injuries, illness, or death resulting from that volunteer's unpaid service to the New London Board of Education.

You agree to assume all risk for death or any loss, injury, illness, or damage of any nature of and arising out of the volunteer's supervised or unsupervised service to the New London Board of Education, agree to waive any and all claims against the New London Board of Education, or its officers, Board Members, employees, agents, or assigns, for loss due to death, injury, illness, or damage of any kind arising out of the volunteer's supervised or unsupervised service to the New London Board of Education, except any rights you may have pursuant to Connecticut General Statutes section 10-235.