

united in excellence

**2025 - 2026
ELEMENTARY SCHOOL
PARENT & STUDENT HANDBOOK**



UNITED IN EXCELLENCE



**NEW LONDON
PUBLIC SCHOOLS**



NATHAN HALE Arts Magnet School



Dear Students and Families,

Welcome to the 2025 – 2026 school year!

The Nathan Hale Arts Magnet School's staff 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. Please remember to consult the district's website or the individual school's website for any significant changes. Both students and parents/guardians must be familiar with the District's Student Code of Conduct and school safety and security plans intended to promote school safety and an atmosphere conducive to 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 and the visual and performing arts essential 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 electronically through ParentSquare or submit the paper copy to Mrs. Rodriguez in person or via email at: rodriguezr@newlondon.org .

Sincerely,

Ms. Erin McGuire, Acting Principal • mcguiree@newlondon.org

Mrs. Kate Fioravanti, Assistant Principal • fioravantik@newlondon.org

Table of Contents

SCHOOL CALENDAR (REGULAR SCHOOL YEAR)	7
SCHOOL CALENDAR (YEAR-ROUND)	8
VISION AND MISSION	9
NEW LONDON PUBLIC SCHOOLS.....	9
NATHAN HALE ARTS MAGNET SCHOOL.....	9
ENROLLMENT	9
ADMISSION	9
CHILDREN IN FOSTER CARE.....	10
HOMELESS STUDENTS	10
TRANSFERS AND WITHDRAWALS	11
COMMUNICATION	11
CONTACTING TEACHERS	11
HOW TO CONTACT	11
EMERGENCY MESSAGES FOR STUDENTS	11
EMERGENCY SCHOOL CLOSING INFORMATION	12
PARENTSQUARE APP - SCHOOL MESSENGER SYSTEM.....	12
POWERSCHOOL APP – PARENT PORTAL INFORMATION SYSTEM.....	12
PARENT, FAMILY AND COMMUNITY INVOLVEMENT	12
<i>Parent and Family Organizations</i>	12
<i>Volunteers</i>	12
DISTRIBUTION OF MATERIALS	13
BOARD OF EDUCATION	13
ARRIVALS, DISMISSAL, AND TRANSPORTATION	14
SCHOOL HOURS	14
ARRIVAL AT SCHOOL	14
PARENT/FAMILY CAR DROP-OFF	14
DELAYED SCHOOL OPENINGS.....	14
SCHOOL CANCELLATIONS	14
DISMISSAL (THE SCHOOL DAY ENDS AT 3:04 PM / 2:24PM ON WEDNESDAYS).....	14
EARLY RELEASE DAYS	15
EMERGENCY DISMISSAL DAYS	15
BUSES ARRIVING HOME LATE	16
TRANSPORTATION	16
SCHOOL BUS SAFETY	16
TRANSPORTATION INFORMATION AND EXPECTATIONS FOR PARENTS AND GUARDIANS	17
VIDEO RECORDERS ON SCHOOL BUSES/SCHOOL CAMPUS (FOR SCHOOL SECURITY PURPOSES)	18
VISITORS	18
RAPTOR	18
ATTENDANCE	19
ABSENCES.....	19
<i>Excused Absence</i>	19
<i>Unexcused Absence</i>	20
CHRONIC ABSENTEEISM.....	20

Nathan Hale Arts Magnet School • 2025-2026 Student/Family Handbook

TARDINESS.....	20
TRUANCY.....	21
HEALTH SERVICES.....	21
SCHOOL NURSE.....	21
IMMUNIZATIONS	21
ABSENCE FROM SCHOOL	21
ADMINISTRATION OF MEDICINE	22
SUNSCREEN APPLICATION BY STUDENTS	22
COMMUNICABLE/INFECTIOUS DISEASE.....	22
FOOD ALLERGIES.....	22
SCHOOL BASED HEALTH CENTER	23
MENTAL HEALTH SERVICES PROVIDED	23
211 AND 988	23
SAFE FUTURES	24
CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT.....	24
TOBACCO USE	24
ACADEMICS.....	24
HOMEWORK	25
MAKE-UP WORK.....	25
PROGRESS REPORTS/REPORT CARDS.....	25
PARENT/GUARDIAN-TEACHER CONFERENCES	25
MATERIALS/RESOURCES	25
TESTING	25
SERVICE FOR MULTILINGUAL LEARNERS	26
SCHOOL AND FAMILY SUPPORT	26
ASSEMBLIES & TOWN MEETINGS	26
ESSENTIAL CLASSES	26
PAGES CAFÉ.....	26
ARTS INTEGRATION.....	27
EQUAL OPPORTUNITY AND NON-DISCRIMINATION	27
FIELD TRIPS	27
TECHNOLOGY	28
TECHNOLOGY ACCEPTABLE USE.....	28
WEBSITE/MEDIA RELEASE FORM	29
ELECTRONIC DEVICES & GAMES (E.G., CELL PHONES).....	29
SCHOOL SAFETY.....	30
SCHOOL SAFETY	30
ACCIDENT PREVENTION.....	30
LOCKDOWN DRILLS	30
FIRE DRILLS AND EMERGENCY PREPAREDNESS	30
ALICE (ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE)	31
RALLY POINTS.....	31
SECURITY LEVELS & COMMUNICATIONS.....	31
STUDENT WELL-BEING	32
SOCIAL-EMOTIONAL LEARNING CURRICULUM.....	32
TRAUMA INFORMED PRACTICES	33
POSITIVE BEHAVIOR INTERVENTION SYSTEM (PBIS)	33

Nathan Hale Arts Magnet School • 2025-2026 Student/Family Handbook

RESTORATIVE PRACTICES.....	34
WELLNESS AND BEHAVIORAL INTERVENTIONISTS	34
MENTAL HEALTH SUPPORTS	35
ANONYMOUS ALERTS.....	35
SECURLY	35
ANTI-RACISM	35
SUPPORT STAFF CONTACT INFORMATION.....	35
BEHAVIOR EXPECTATIONS.....	35
NEW LONDON PUBLIC SCHOOLS CODE OF CONDUCT.....	35
INCIDENTS	38
BULLYING.....	38
REPORTING CHALLENGING BEHAVIOR	38
TITLE IX	38
HARASSMENT STATEMENT	39
RESOURCES	39
SCIENTIFIC, RESEARCH-BASED INTERVENTIONS (SRBI) & MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)	39
AMERICAN WITH DISABILITIES ACT (ADA) & SECTION 504 OF THE REHABILITATION ACT OF 1973.....	40
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ENGLISH LEARNERS)	41
EQUITY AND DIVERSITY.....	41
SPEECH AND LANGUAGE PATHOLOGIST.....	41
OCCUPATIONAL THERAPIST.....	41
CHILD AND FAMILY AGENCY OF SOUTHEASTERN CONNECTICUT	41
SCHOOL PROCEDURES.....	42
BREAKFAST/LUNCH	42
RECESS & PHYSICAL ACTIVITY	42
ELECTRONIC DEVICES	42
CELL PHONES.....	43
TOYS AND TRINKETS	43
DRESS CODE.....	43
LOST AND FOUND	43
BIRTHDAYS/CELEBRATIONS.....	44
PARKING	44
BOARD OF EDUCATION POLICY.....	44
LINKS TO REQUIRED POLICIES (AS OF JULY 17, 2025)	44

School Calendar (Regular School Year)



AUGUST

Su	M	Tu	W	Th	F	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						

Total Days = 5

18th - 19th - New Educator Orientation
 20th - 22nd - Staff PD Days
 25th - First Day of School

SEPTEMBER

Su	M	Tu	W	Th	F	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				

Total Days = 21

1st - Labor Day

OCTOBER

Su	M	Tu	W	Th	F	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	

Total Days = 22

13th - Indigenous Peoples' Day
 28th - First Day of Quarter 2 for BDJMMMSC
 29th-31st - Parent Teacher Conferences (Half Day for Students)

NOVEMBER

Su	M	Tu	W	Th	F	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						

Total Days = 15

4th - Election Day/Staff PD Day
 11th - Veteran's Day
 20th - Trimester 2 Begins for Elementary
 26th - 28th - Thanksgiving Break

DECEMBER

Su	M	Tu	W	Th	F	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			

Total Days = 15

22nd - 31st - Winter Break
 25th - Christmas Day

JANUARY

Su	M	Tu	W	Th	F	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

Total Days = 17

1st - New Year's Day
 1st - 3rd - Winter Break Continued
 6th - Three Kings' Day
 19th - Dr. Martin Luther King Jr. Day
 23rd - First Day of Quarter 3 for BDJMMMSC
 - First Day of Semester 2 for NLHMMSC

FEBRUARY

Su	M	Tu	W	Th	F	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

Total Days = 18

16th - 17th - President's Day Break

MARCH

Su	M	Tu	W	Th	F	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				

Total Days = 21

6th - Staff PD Day
 11th - Trimester 3 Begins for Elementary
 18th-20th - Parent Teacher Conferences (Half Day for Students)

APRIL

Su	M	Tu	W	Th	F	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		

Total Days = 16

3rd - Good Friday
 8th - First Day of Quarter 4 for BDJMMMSC
 13th - 17th - Spring Break

MAY

Su	M	Tu	W	Th	F	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						

Total Days = 20

25th - Memorial Day

JUNE

Su	M	Tu	W	Th	F	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				

Total Days = 10

12th - Last day of School/
 Half Day for Students

- =Staff PD Day (No School for Students)
- =Denote holidays for staff and/or students as designated
- =Early Release for Students (for the purpose of ongoing staff professional development and collaboration)
- =First/Last Day of School
- =Denotes End of Semester/Quarter
- = Parent Teacher Conferences Denotes Half Day

SCHOOL CONTACT INFORMATION:

- Early Childhood Center at B.P. Mission**
 40 Shaw Street, New London, CT 06320 | P. 860-271-4086
- C.B. Jennings International Elementary Magnet School**
 50 Mercer Street, New London, CT 06320 | P. 860-447-6050
- Nathan Hale Arts Magnet School**
 37 Beech Drive, New London, CT 06320 | P. 860-447-6060
- Winthrop STEM Elementary Magnet School**
 74 Grove Street, New London, CT 06320 | P. 860-447-6070
- BDJ Multi-Magnet Middle School Campus**
 36 Waller Street, New London, CT 06320 | P. 860-437-6480
- NLHS Multi-Magnet Campus**
 20 Chester Street, New London, CT 06320 | P. 860-437-6400

DISTRICT RESOURCES:



ANONYMOUS ALERTS

POWERSCHOOL

TRANSPORTATION

BOE Approved 4/7/25

School Calendar (Year-Round)



JULY

Su	M	Tu	W	Th	F	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		

Total Days = 19

1st - 3rd - Possible Staff PD Days
7th - First Day of School

AUGUST

Su	M	Tu	W	Th	F	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						

Total Days = 11

18th - 29th - Break #1
21st - 22nd - Staff PD Day

SEPTEMBER

Su	M	Tu	W	Th	F	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				

Total Days = 21

1st - Labor Day

OCTOBER

Su	M	Tu	W	Th	F	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	

Total Days = 13

13th-24th - Break #2
29th-31st - Parent Teacher Conferences
(Half Day for Students)

NOVEMBER

Su	M	Tu	W	Th	F	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						

Total Days = 15

4th - Election Day/Staff PD Day
11th - Veteran's Day
26th - 28th - Thanksgiving Break

DECEMBER

Su	M	Tu	W	Th	F	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			

Total Days = 15

22nd - 31st - Break #3
25th - Christmas Day

JANUARY

Su	M	Tu	W	Th	F	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

Total Days = 17

1st - New Years Day
1st - 5th - Break #3 Continued
6th - Three Kings' Day
19th - Dr. Martin Luther King Jr. Day

FEBRUARY

Su	M	Tu	W	Th	F	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				

Total Days = 10

16th - 27th - Break #4
23rd - Staff PD Day

MARCH

Su	M	Tu	W	Th	F	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				

Total Days = 21

6th - Staff PD Day
18th-20th - Parent Teacher Conferences

APRIL

Su	M	Tu	W	Th	F	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		

Total Days = 11

3rd - Good Friday
13th - Staff PD Day
13th - 24th - Break #5

MAY

Su	M	Tu	W	Th	F	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						

Total Days = 20

25th - Memorial Day

JUNE

Su	M	Tu	W	Th	F	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				

Total Days = 7

9th - Last day of School/Half Day

- -Staff PD Day (No School for Students)
- -Denote holidays for staff and/or students as designated
- -Early Release for Students (in the purpose of ongoing staff professional development and collaboration)
- -First/Last Day of School
- Denotes End of Semester/Quarter
- - Parent Teacher Conferences Denotes Half Day

DISTRICT RESOURCES:



ANONYMOUS ALERTS

POWERSCHOOL TRANSPORTATION

BOE Approved 4/7/25

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 TK-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.

Enrollment

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 the Welcome Center and Central Office. Please see the New London Public School's website for more information (www.newlondon.org).

Parents/guardians of preschool students who will be five (5) years of age by September 1 of any school year or earlier are expected to register their child for kindergarten. Parents/guardians of kindergarten-aged children who plan on holding their child back from entering kindergarten must contact the NLPS Welcome Center to complete a "Kindergarten Opt-Out Form".

A student seeking enrollment in the New London Public Schools for the first time or following attendance in another Connecticut public school district, out-of-state attendance, private school attendance or admission through a bona fide foreign exchange program should contact the New London Public Schools Welcome Center. A student who is transferring from non-public schools or schools outside the district will be placed at their current grade level pending evaluation and observation of the student. After such assessment and consultation with the parents, the principal will determine the grade placement of the child. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person having control of a child seventeen years of age may exercise the option by personally appearing at the school's main office to sign a withdrawal form. This form will include an attestation from the school's guidance counselor or a school administrator that the district has provided the parent or person with information on the educational options available in the school system and in the community. A student who has

attained the age of seventeen and who has voluntarily terminated enrollment in the district's schools and subsequently seeks admission may be denied readmission for up to ninety school days from the date of such termination unless such student seeks readmission to the District not later than ten school days after such termination in which school accommodation will be provided not later than three school days after such student seeks readmission. A student, nineteen years of age or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one. Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law. (Ref. [Policy 5111 - Admission/Placement](#))

Completion of immunization and health assessments are required prior to a child's attendance in school, but are not prerequisites for enrolling a child who resides in the District and is of appropriate age to attend school. (Ref. [Policy 5141 - Health Assessments/Screening - Immunizations](#))

In order to determine a child's eligibility for ESL or bilingual programs, parents/guardians of all new students enrolling for the first term and all re-enrolling students who have not previously attended public school in Connecticut must complete a Home Language Survey. The student, after enrollment, may also take a screening exam. (Ref. [Policy 6141.31 - Bilingual-English Language Learning Education](#))

Parents of students attending District schools have the option to enroll their child(ren) in a magnet school with which the District is a nonparticipating district, if the magnet school has unused student capacity. The District will pay any tuition charge. (Does not include tuition for a preschool magnet program.)

Children in Foster Care

The District collaborates with state and local child welfare agencies to ensure school stability for children in foster care. A child in foster care must remain in their school of origin if it is determined to be in the child's best interest. Transportation will be arranged as required. The District's Liaison for Homeless Students is Ms. Patricia Santiago Kurisoo, and is also the point of contact for the education of children in foster care.

Homeless Students

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 district liaison for homeless children is Ms. Patricia Santiago Kurisoo. 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.

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 the decision of the denial of accommodations. The homeless child or youth is entitled to continue in attendance during all available appeals.

A homeless student who is not in the physical custody of a parent/guardian, shall have full access to their educational and medical records in the Board's possession. (Ref. [Policy 5118.1 – Homeless Children and Youth](#))

Transfers and Withdrawals

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

On their last day of attendance, students will be given a form that must be signed by each of their teachers. This form will indicate their grade at the time of withdrawal and that all materials have been returned. Records cannot be forwarded until all materials have been returned.

Communication

If there is a question about a student's classes or work in school, it is best to first contact the person who is closest to the situation. In most cases this is the teacher. The proper channeling of complaints regarding instruction, discipline, or learning materials is (1) teacher, (2) principal, (3) superintendent, (4) board of education. Complaints will be referred back through the proper administrative channels before investigation or action by the Board unless the complaint concerns Board actions or operations only.

Specialized complaint procedures exist regarding identification, evaluation or educational placement of a student with a disability; loss of credit due to absences; discrimination on the basis of sex; harassment; sexual abuse or harassment; and instructional materials. (Ref. [Policy 1312 – Constituent Service](#))

Contacting Teachers

Teachers may be contacted either through voicemail or email. A staff directory is available on each school's website. Please allow teachers 24 hours, during the school week, to respond to your email /voicemail. Please be aware that District policy may prevent teachers from discussing confidential information in an email correspondence.

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](#)
- NLPS Instagram: @nlpublicschools

Emergency Messages for Students

We try to avoid interrupting classroom learning to deliver messages to students. If there is an emergency where a student must be contacted, please contact the school secretary for assistance.

Emergency School Closing Information

In the event school is closed because of bad weather or another emergency, announcements will be made on television and radio stations. Emergency closings will also be posted on the districts website, <http://www.newlondon.org>, and district social media sites.

Announcements will also be made via the district's mass communication system, ParentSquare. Parents/Guardians should ensure that their contact information is up to date to receive these notifications.

ParentSquare App - School Messenger System

Information about upcoming events, reminders, and announcements will be delivered automatically by 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 rodriguezr@newlondon.org or bracamontel@newlondon.org who can assist you with this process.

PowerSchool App – Parent Portal Information System

The Board of Education has enhanced its student information system, PowerSchool, to include a parent portal. The parent portal will allow a parent/guardian of students to access student records via a secure website. A parent/guardian will be able to view attendance, homework assignments, and grades.

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. (Ref. [Policy 1110.1 – Parent Involvement](#))

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.

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. <https://nhams.newlondon.org/get-involved/volunteer>

Distribution Of Materials

Printed materials may be distributed to parents by students as a means of communication. All requests from groups or individuals to have students distribute materials to the community, with the exception of school connected organizations, will be referred to the office of the superintendent to determine whether the request complies with school policy.

1. The superintendent or their designee may approve such distribution providing:
2. The material is related to school, community, local recreational, or civic activity.
3. The material does not relate to any religious belief or activity or promote private gain. The material does not promote any outside governmental political party, candidate or position.
4. Does not promote profit making organizations.
5. Does not advocate a position regarding a referendum question.

Materials that have religious content may be made available to students during non-instructional time. The District has the right to impose neutral time, place and manner restrictions on the dissemination of religious materials to ensure that students are aware that the materials are not endorsed or sponsored by the District. Publications prepared by or for the school may be posted or distributed, with prior approval by the principal, sponsor, or teacher. Such items include school posters, brochures, school newspapers, and yearbook. (Ref. [Policy 1111.2 – Fund Raising/Advertising and Promotion](#))

Board of Education

Board members are unpaid elected public officials with the responsibility for governance of the school district. Elections for office occur every two years, with the next election to be held November of 2025. The 2023-2025 members of the New London Public Schools Board of Education are: (list names)

- President: Elaine Maynard-Adams
- Vice-President: Bianca Alexis-Sylvain
- Secretary: Nathan Caron
- Members: Karen Bergin, Alisha Blake, Susan Hambey, Richard Martin

In order to perform its duties in an open and public manner and in accordance with state law, the New London Board of Education holds its regular business meetings on the second and third Mondays of each month at 7:00 PM in the NLPS Welcome Center Family Engagement Room, and via Zoom as technology allows. Parents, students and other community members are encouraged to attend.

Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda the Board President will recognize individuals who want to make a statement, not more than 3 minutes in length, or to express a viewpoint. In addition, if they give advance notice to the Superintendent, individuals with relevant issues for discussion may have such issues placed on a future Board agenda for a more thorough discussion of the topic.

The Board's main purpose is policy setting designed to improve student learning. Board members are interested in the public's opinion on district issues, which can assist them in formulating policy which

reflects community values and expectations. (Ref. [Policy 9324 - Meeting Conduct & Parliamentary Procedures](#))

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 AM. **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)

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration.

In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible

for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator on the parent or guardian to pick up the student in the school office. No student may be released in the custody of any individual, not the parent or guardian of the student, unless the individual's name appears on the list maintained by the school's principal as authorized to obtain the release of students.

The end of the school day (2:30 PM to 3:04 PM / 2:24 PM on Wednesdays) is for organizing and preparing for safe dismissal. From about 2:55 PM - 3:20 PM, the main office has limited access for student dismissal. 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/12:00, 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 2:00 PM** 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 circumstances. 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

New London Public Schools has partnered with First Student for student transportation. Please note, some out-of-district towns provide their own busing for students. Please go to <https://www.newlondon.org/departments/transportation> for more information and to request transportation. You may also 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

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 should ride the bus they are assigned to, unless otherwise authorized by an administrator and parent/guardian.

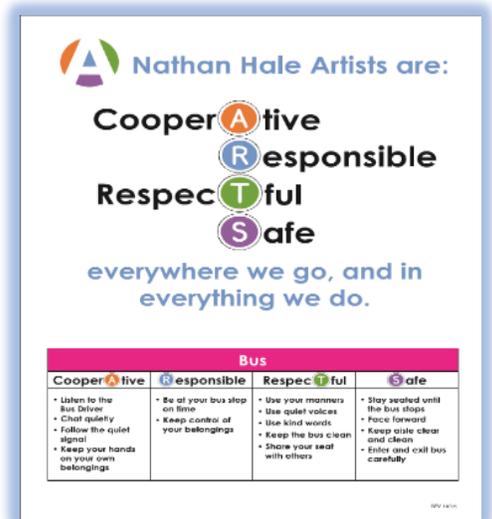
School Bus Safety

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.

[\(Ref. Policy 5131.1 – Conduct on School Buses\)](#)

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.

Video Recorders on School Buses/School Campus (For School Security Purposes)

The district has installed video recording equipment on school buses to monitor school transportation and discipline. Videotaping will be done randomly during the school year; students will not be notified when a recording device has been installed and in use on their bus. Tapes will be viewed by the administration. Students violating bus conduct rules will be notified and disciplinary action will be taken. Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act (FERPA).

Video equipment is used to enhance the safety and security of all individuals. It is also used to monitor student behavior in common areas or campus. Video surveillance cameras are used in public areas and school buses for security and to assist in maintaining student safety. The principal or their designee will review the tapes routinely and document students' misconduct. Discipline will be in accordance with the District's discipline policy. Any student, staff member, or visitor to the school is prohibited from tampering with or damaging the school's video surveillance equipment.

Visitors may not be allowed into school buildings during the COVID-19 health emergency or any such similar emergency. (Ref. [Policy 5131.111 – Video Surveillance](#))

Visitors

Parents and other visitors are welcome to visit (district) schools. All visitors must first report to the principal's office. Visits to individual classrooms during instructional time shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

All doors that open to the outside of any school must remain locked in order to preserve the safety and security of students and staff. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or uncivil discourse will not be permitted. Visits cannot interfere with the educational program of the school nor interrupt teaching activities. (Ref. [Policy 1250 – Visitors and Observations in Schools](#))

Raptor

Upon entering a district building, visitors will be asked to present a valid driver's license or state-issued ID, which will be scanned into the system. It is important to note that the Raptor system only scans the visitor's name, date of birth and photo for comparison with a national database of registered sex offenders. Additional visitor data from the driver's license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles. Therefore, any other information on the ID is not scanned by the system and is not accessible to any of the users. Once entry is approved, the system will issue a badge that identifies the visitor, the date, and the purpose of the visit.

A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork. If a person does not have identification, he/she can still be given access to the building but will be escorted by a school staff member.

If you are interested in learning more about the Raptor visitor management system, please visit the Raptor Technologies website at www.raptortech.com. If you have any further questions, please reach out to your child's school principal. (<https://www.newlondon.org/families/raptor-visitor-management-system>)

Attendance

Daily 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 between _____ A.M. and _____ A.M. on the day of the absence by telephoning the school.

If it is not possible to telephone the school on the day of absence, the parent is requested to send a written excuse to the school on the date of the student's return. The student should submit the excuse directly to the office. Parents should contact the principal in order to take advantage of special services such as the collection of homework assignments for the student who must be out several days.

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:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. Students receive an excused absence for the tenth absence and all absences thereafter, when they are absent from school for the following reasons:
 1. Students' illness, verified by a licensed medical professional, regardless of the length of the absence.
 2. Students' observance of a religious holiday. (Ref. [Policy 6115 – School Ceremonies and Observances](#))

3. Death in the student's family or other emergency beyond the control of the student's family.
4. Mandated court appearances for which documentation is required.
5. 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.
6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education Guidelines.
7. Additional 10 days for children of military service members.
8. 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 their classroom by 8:20 AM 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

School Nurse

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.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Vision and hearing tests are administered to students in grades K, 1, 3, 4, and 5. Postural screening will be done in grades 5 and 7 for female students and grade 8 or 9 for male students. The results are provided to the parents. An annual written notification of when these screenings, at no cost to parents, will be provided. Parents wishing to have these screenings conducted by their private physician are required to report the screening results to the school nurse.

Parents 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. (Ref. [Policy 5141 – Health Assessments & Immunizations](#))

Immunizations

All children attending district schools must obtain the required immunizations unless they have medical contraindications. This obligation may be waived for homeless students.

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 contacts that you have listed on your child's emergency contact list in PowerSchool. In the event your child becomes suddenly ill or injured at the end of the school day, the nurse may not send your child home on the school bus. Instead, the nurse may 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.

Authorization for the Administration of Medication by School, Child Care, and Youth Camp Personnel forms are required to be signed by a doctor/nurse practitioner to permit the administration of medicine in school. Parents/guardians need to update these forms yearly to ensure the correct orders and dates are in place. Orders/forms are typically good for 1 school year. These forms are available from your doctor or through School Based Health if your child is signed up.

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. (Ref. [Policy 5141.21 – Administration of Medication](#))

Sunscreen Application by Students

Public Act No. 19-60 allows school students, 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, provided a written authorization is signed by a student's parent/guardian and is submitted to the school nurse. This form can be found in Policy 5141.214. The sunscreen must be non-aerosol and must be approved by the FDA for over-the-counter use for purposes of limiting ultraviolet light-induced sun damage. (Ref. [Policy 5141.214 – Student Sunscreen Use](#)). 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. (Ref. [Policy 5141.22 – Communicable/Infectious Diseases](#))

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.

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/forms/forms-school-based/forms-sbhc-referral/>

Spanish online registration form: <https://www.childandfamilyagency.org/forms/forms-intake/forms-billable-intake-spanish/>

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.

Child Abuse, Neglect and Sexual Assault

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, 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 receives training in their use, as required by state law.

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.

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. Ref. [Policy 5141.4 – Reporting of Child Abuse and Neglect](#), [Policy 4141.4 – Child Sex Abuse or Assault Response Reporting](#))

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.

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 in the fall. 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. Please make sure to check your child/ren's backpack and folder daily.

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 available for Grades TK-5 three times a year through PowerSchool.

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.

Testing

All students in grades 3 through 8 inclusive and grade 11 shall annually take a statewide mastery examination in reading, language arts and mathematics. Students in grades 5, 8 and 11 shall annually take a statewide mastery examination in science. Special education students participate in mastery testing programs except in the rare case when participation in an alternate assessment is detrimental

to the student's IEP. In order to graduate students must meet District standards for graduation, in addition to required course credits. The mastery examination test is one of the measures to be used to determine if students have met the identified standards. All English learners are required to participate in all content areas of the state summative assessment. (Ref. [Policy 6146.2 – Statewide Proficiency/Mastery Examinations](#))

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 and to access the MLL Parent Bill of Rights, which can be found at the bottom in multiple languages.

<https://www.newlondon.org/departments/bilingual-esol>

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/departments/school-and-family-support>

Assemblies & Town Meetings

Periodically, there will be celebrations, student performances, and/or PTO- or grant-funded assemblies. At Town Meetings, students have opportunities to share their learning, and 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. 4th and 5th 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.

Equal Opportunity and Non-Discrimination

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

Ms. Christine Pemberton, Executive Director of Talent and Human Resources and Ms. Carrie Rivera, Executive Director of School and Family Supports are the designated district compliance officers, 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. (Ref. [Policy 0521 - Nondiscrimination](#))

Equality Of Opportunity Statement

District schools recognize and accept the need to prepare students to live and work productively in an increasingly diverse society. This is an integral part of the school system's commitment to offer an educational program of excellence, which includes teaching students awareness and understanding of the diverse cultures and heritages that form our society.

The school will not tolerate student behavior which insults, degrades or stereotypes any race, religion, gender, sexual orientation, disability, physical or mental condition or ethnic group.

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. (Ref. [Policy 6153 - Field Trips](#))

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.

Federal law requires the district to place filtering devices on school 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.

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment. Therefore, students and staff will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Computer Acceptable Use policy. (Ref. [Policy 5131.81 – Use of Private Technology Devices](#), [6141.321 – Acceptable Use Policy](#), [Policy 6141.322 – Computers: Web Sites/Pages](#), [6141.323 – Internet Acceptable Use - Filtering](#))

NHAMS ACCEPTABLE USE STUDENT AGREEMENT FORM FOR THE 2025-2026 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.

Website/Media 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.

Electronic Devices & Games (e.g., Cell Phones)

Preschool and elementary school students may possess cellular telephones and other privately-owned technological devices on school property provided such devices are not visible, used, or activated, and are kept in the "off" position throughout the instructional school day. Students must keep their cellular phones and other devices stored in a non-visible secure location during the instructional school day.

The school strives to maintain a safe and respectful learning environment while providing students with opportunities for reasonable access to cell phones and other electronic devices. This policy also recognizes the use of electronic devices for educational purposes with administrative permission or with teacher approval within the classroom. The possession and use of electronic devices at any New London Public School is a privilege and a responsibility, not a right. Inappropriate use will result in the loss of privileges.

Students are solely responsible for any electronic devices brought to school. Do not leave them unattended. The school is not responsible for lost, damaged or stolen devices.

No recording, video or audio, or photographs may be taken in school unless it is part of a lesson and all appropriate privacy protections, such as contained in FERPA, are honored.

The sending, sharing, viewing or possessing pictures, emails or other material of a sexual nature in electronic or any other form on cellphones or other electronic devices is prohibited in the school setting. (Ref. [Policy 5131.81 – Use of Private Technology Devices](#), [6141.321 – Acceptable Use Policy](#), [Policy 6141.322 – Computers: Web Sites/Pages](#), [6141.323 – Internet Acceptable Use - Filtering](#))

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 overseeing student welfare.

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. At least three (3) crisis drills will occur each school year in place of a fire drill. Such crisis response drills will be planned and conducted with the local law enforcement agency. Such crisis response drills will incorporate the basic protocols of lockdown, evacuation, secure building, and/or shelter-in place responses.

Students are expected to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

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

Local law enforcement and other local public safety officials will evaluate and provide feedback on fire drills and crisis response drills. (Ref. [Policy 6114.1 – Fire and Crisis Drills](#))

ALICE (Alert, Lockdown, Inform, Counter, Evacuate)

ALICE was founded on the following awareness & communication strategies of situational awareness, alert and inform, and the critical response options of evacuate, enhanced lockdown and counter. ALICE training focuses on the importance of a more comprehensive approach to safety training. The safety curriculum, which includes emergency preparedness and response training, works to address the new and emerging threats and situations that are happening around us. NLPS and the NLPD are committed to this important work and will continue this work by rolling out follow-up trainings, information sessions, and revising protocols for how we educate and practice different types of drills in the future. Bringing ALICE to New London will help our district continue to better mitigate risk, reduce anxiety and create and empower our school community as we move forward.

Rally Points

All district schools conduct safety drills regularly, including fire and lockdown drills, in accordance with State Statute and as a best practice. New London Public Schools (NLPS) will continue to practice, evaluate, and improve emergency procedures in conjunction with the NL Police Department (NLPD). NLPS has also begun implementing ALICE (Alert, Lockdown, Inform, Counter, Evacuate) model concepts, as an enhancement to our safety procedures. At this time, and in collaboration with the NLPD, “rally points” for each of our school buildings have recently been established.

Rally points are pre-designated safety locations, away from the school building, but close enough to travel to. Now that our (NLPS’) rally points are established, we will be practicing moving to these locations, through additional safety drills. Participating in rally point travel drills reassures students and staff that they could safely travel to designated safety areas, in the event of an emergency.

Security Levels & Communications

NLPS understands the importance of timely communications to parents and caregivers during a safety event/emergency incident. Please know that while NLPS will always strive for parents and caregivers to receive the most up-to-date information, the safety of staff and students on site will always be our first priority. Communications will be sent once it is safe to do so.

Emergency Communications may be sent during lockdowns, secure buildings, unplanned building evacuations, or any other safety event/emergency, as needed.

Once it is safe to do so, parents and caregivers can expect to receive the following messages through our mass communication system:

It is imperative that parents and caregivers regularly review and update their contact information with building secretaries to ensure that they receiving these important communications

In the case of a safety event/emergency incident, communications may include terms which describe the status of the building. The most common terms that you will hear are: Secure Classroom, Secure Building or Secure Campus, and Lockdown.

Secure Classroom:

If the halls need to remain clear for any reason, such as a medical emergency or an issue in the hallway, an administrator or designee will call for "Secure Classroom." Simply put, the administration is requesting that all individuals on campus should remain in their current location (i.e. their classroom) so that staff can effectively handle the situation that is occurring while ensuring the safety and privacy of all. There is no immediate threat to the general school population in these instances. In the past, a secure classroom has been called to ensure the privacy of an individual when they needed medical attention. It has also been used when a localized interpersonal conflict has arisen (i.e. two students fighting). Having students and staff in the halls or transitioning to their next classes may risk escalation of an issue and would violate the privacy of those involved. Once the issue has been resolved, the secure classroom is lifted, and students and staff proceed with a regular school day.

Secure Building or Secure Campus:

A "Secure Building" or "Secure Campus" is called in the event of a threat in the surrounding community. In these situations, the administration will have been advised by local law enforcement that there is a potentially dangerous event occurring nearby. There is no immediate threat to the general school population in these instances. When a secure building is called, all students and staff proceed with a regular school day; however, no one is allowed in or out of the building. Any classes occurring outside (such as physical education) will be immediately brought back into the building. In preventing anyone from leaving or entering, the administrative team can keep all students and staff safe from whatever may be occurring outside.

Lockdown:

A "Lockdown" is not something that is taken lightly and will only be called when there is an absolute necessity to do so. During a lockdown, all students and staff are moved to the closest office or secure location. All doors remain locked and are not opened for any reason. All normal building operations stop to maintain safety. Doors are only unlocked during a Lockdown by the New London Police Department, the NLPS CORE team, or Building Administration.

It is important to note that in the case of a Lockdown, the NLPS CORE team and Building Administration will only begin to unlock doors when they have been informed to do so by the New London Police Department.

Student Well-Being

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.

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

Positive Behavior Intervention System (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 greatly reduce 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.

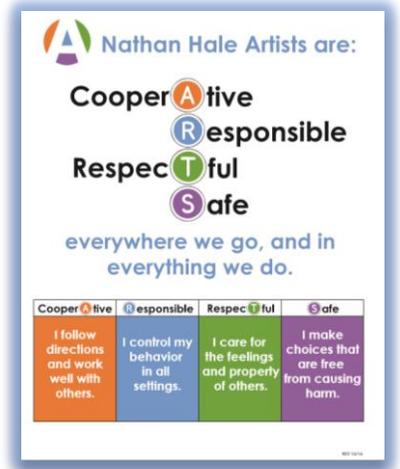
Once appropriate behaviors have been identified and taught, they will be acknowledged regularly. We expect our students to follow our NHAMS PBIS Expectations throughout the day.

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

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

- Define Behavioral Expectations - A small number of behavioral expectations are positively stated and clearly defined. Our expectations are: CooperA tive, R esponsible, RespecTful, and S afe (ARTS).
- 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).
- Acknowledge Appropriate Behavior - Once appropriate behaviors have been defined and taught, they will be acknowledged on a regular basis.
- 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.



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/>

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.

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 reporting app: <https://report.anonymousalerts.com/newlondonps/>.

All reports are followed up by school and district personnel.

Securly

Our district uses **Securly** to help keep students safe while using school-issued devices and internet access. Securly provides web filtering, online activity monitoring, and alerts for concerning behavior to ensure a secure and supportive digital learning environment.

Concerns are followed up by school and district personnel.

Anti-Racism

The District rejects all forms of racism as destructive to the mission, vision, values and goals of this school system. All forms of racism must be eliminated from the District. Children must find school a safe and welcoming place, where they are able to achieve success, irrespective of their racial or ethnic background. Racism will not be tolerated in any form. The goal is to enable all students to thrive in a socially cohesive community within a positive, multi-cultural society. (Ref. [Policy 0525 - Hate Crimes and Bias Incidents in School](#))

Support Staff Contact Information

- 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

Behavior Expectations

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.

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:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Following the District's Dress Code.*
4. Showing respect toward others, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
9. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

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.

Students at school or school-related activities are prohibited from:

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.

10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Possessing prescription drugs which are given to a person other than to whom the drug is prescribed.
19. Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products.
20. Hazing, bullying
21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the district's Internet Safety policy and/or Online Social Networking Policy.
24. Cheating, plagiarizing, including by electronic means.
25. 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.
26. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
27. 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.
28. Damaging, in a willful manner, school electronic equipment and/or software.

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.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized Board of Education policy, even if such conduct occurs off-school property and during non-school time. In determining whether conduct is "seriously disruptive of the education process" for purposes of suspension and expulsion, the administration in cases of suspension, and the Board of Education or impartial hearing board, in matters of expulsion may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol. ([Ref. Policy 5114 – Exclusionary Time Out: Suspension/Expulsion, Student Code of Conduct](#))

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://resources.finalsite.net/images/v1695867991/newlondonorg/mdybrepzybe0h8saza14/5131911-BullyingSafeSchoolClimatePlan.pdf>

Reporting Challenging Behavior

Bullying of a student by another student is prohibited. Such behavior is defined as unwanted and aggressive behavior that involves a real or perceived power imbalance.

Challenging behavior means behavior that negatively impacts school climate or interferes or is at risk of interfering with the learning or safety of a student or the safety of an employee.

The School Climate Specialist is responsible for taking a report of "challenging" behaviors and investigating the complaint, implementing interventions including restorative practices, leading the school climate committee, and leading the implementation of the school improvement plan. (Ref. Board [Policy 5131.911 - Bullying and Safe School Climate Plan](#) and [regulation](#))

Title IX

The Board of Education agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations promulgated pursuant thereto. The Board shall, at least annually, notify all students, parents, employees and labor organizations with which it deals with the name, address and phone

number of the Compliance Officers and the procedure for processing grievances. All New London Public Schools employees will receive Title IX training. <https://www.newlondon.org/families/title-ix-information>

Harassment Statement

Every child has the right to feel safe, valued, and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or expression, or any disability they may have. The District prohibits harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

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

A student who believes he/she has been harassed is encouraged to report the incident to the principal. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary. (Ref. [Policy 5145.5 – Sex Discrimination and Sexual Harassment](#))

Resources

Scientific, Research-Based Interventions (SRBI) & Multi-Tiered Systems of Support (MTSS)

The District utilizes the MTSS process which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students. Academic and behavioral support and targeted interventions will be provided for students who are not making academic progress at expected levels in the general curriculum. When students are experiencing difficulty with academics or behavior, every effort is made to provide support to help the child succeed within the regular classroom setting through the MTSS process.

If a student is identified for the MTSS process, and no growth is seen, a student may then be referred to special education testing. For students in need of Special Education programs, a planning and placement team (PPT) is designed to provide communication and decision-making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic review of all students presently in Special Education and special services programs.

Any child identified as possibly needing special education and/or related services must be referred to a special education Planning & Placement Team for evaluation (PPT). The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An Individualized Education Plan, based upon the diagnostic findings of the evaluation study will be developed by the PPT, with parental involvement. Parents will be informed regarding the use of scientific, research-based interventions. Parents have the right to have the school paraprofessional assigned to their child, if any, attend and participate in PPT meetings. Parents, as required by law, will be provided information at PPT meetings about their right to have advisors and paraprofessional attend PPT meetings.

A school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” Every child should have the chance to meet challenging objectives.

American with Disabilities Act (ADA) & Section 504 of The Rehabilitation Act Of 1973

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

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

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity after enrollment, may also take a screening exam.

All individuals who are disabled or “handicapped” are protected under Section 504. However, individuals who have been determined to be “handicapped” under Section 504 may not be considered disabled under IDEA. IDEA, which can be viewed as a subcategory of Section 504, provides for special programming or placement, while Section 504 protects the rights of individuals with handicaps. Under IDEA, students are qualified for services under 13 IDEA disabling conditions; specially designed individual education programs are planned for each student by Individualized Education Program (IEP) teams. Under Section 504, students with “handicaps” are entitled to special accommodations to ensure that they can participate in and benefit from public education and programs, and a 504 accommodation plan is designed for each student according to individual needs.

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

1. has a physical or mental impairment which substantially limits one or more of such person’s major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment

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

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

Should you have any questions regarding Section 504, please call either your child's school principal or the Executive Director of School and Family Supports, Ms. Carrie Rivera.

Any eligible person, including any student, parent/guardian, staff member or other employee who feels that they have been discriminated against on the basis of disability may submit a written complaint to the Executive Director of School and Family Supports or Executive Director of Talent & Human Resources within 30 days of the alleged occurrence. (Ref. [Policy Series 5000 - Section 504 - ADA](#))

English for Speakers of Other Languages (English Learners)

The number of students from non-English speaking backgrounds is increasing, including those with limited English proficiency. Such students will be identified, assessed, and provided with appropriate services.

Parents of 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.

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 bilingual program will not be offered additional bilingual education. (Ref. [Policy 6141.31 - Multilingual Learning Education](#) and [Policy 6141.311 - Limited English Proficiency Program](#))

Equity and Diversity

Students deserve a respectful learning environment in which their cultural, racial, and ethnic diversity is valued and contributes to successful academic outcomes. The school learning and work environment is enriched and improved by the contributions, perspectives, and the very presence of diverse participants. (Ref. [Policy 0523 – Equity & Diversity](#))

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 of Southeastern Connecticut

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

- NHAMS Site Manager & Parent Educator: Lily Cabanas
- Phone Number: (860) 941-3083 • email: Cabanasl@ctcfa.org

School Based Health Center

- NHAMS Mental Health Clinician: Molly Winship
 - Phone Number: (860) 447-6060 x7532 • email: Winshipm@childandfamilyagency.org
- NHAMS Nurse Practitioner:
 - Phone Number: (860) 447-6060 x7537

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.

In conformity with applicable law, necessary accommodation will be provided, where required, for students with food allergies, including emergency procedures to treat allergic reactions which may occur. (Ref. [Policy 6142.2 – Student Wellness](#), [Policy 5141.25 – Food Allergies](#))

Recess & Physical Activity

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

The period of physical activity will not be taken away as a form of discipline. 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. (Ref. [Policy 6152.62 – Physical Activity – Recess](#))

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 into 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.

<https://resources.finalsite.net/images/v1695867991/newlondonorg/t2myy58zfzqksepkwegx/513181-Useofprivatetechdevices.pdf>

Toys and Trinkets

Toys and trinkets are encouraged to be left at home (example – Pokémon or other trading cards, action figures, dolls, stuffed animals, fidgets, etc.). They are generally a source of distraction and thus unnecessary to the learning process. Exceptions may be made for special circumstances, which would be communicated and established by Nathan Hale staff in collaboration with parents/guardians. Otherwise, please keep all toys and trinkets at home.

Dress Code

Student dress may be regulated, and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive to the educational process or contrary to law. Administrators will use reasonableness and discretion when determining the appropriateness of attire. The school staff will enforce the dress code in a consistent manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Enforcement of the dress code will be gender neutral.

Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, malodorousness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited. (Ref. [Policy – 5132.1 – Dress Code](#))

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.

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.**

Board Of Education Policy

Board of Education policies are available on the district's website at: newlondon.org/who-we-are/board-of-education/policies. The policies are subject to modifications by the Board at any time. Please visit the website for the most up-to-date versions of our District Policies.

Links to Required Policies (as Of July 17, 2025)

Series 0000: Mission-Goals-Objectives

- [0521 – Nondiscrimination](#)

Series 1000: Community Relations

- [1110.1 – Parent/Teacher Communication](#)

Series 3000: Business/Non-Instructional Operations

- [3524.1 – Pesticide Application](#)
- [3541.5 – Reporting of Transportation Safety Complaints](#)
- [3542.43 – Charging Policy Food Service](#)

Series 4000: Personnel

- [4112.112 – Sex Discrimination and Harassment \(Personnel\)](#)
- [4112.5 – Fingerprinting and Criminal Justice Information Services](#)
- [4113.12 – Minimum Duty-Free Lunch Periods for Teachers & other Certified Staff](#)
- [4115.3 – Evaluation and Employment of Coaches](#)
- [4117.3 – Reduction in Force for Certified Staff](#)
- [4118.11 – Nondiscrimination](#)
- [4118.232 – Alcohol and Drug Free Workplace](#)
- [4118.234 – Psychotropic Drug Use](#)
- [4212.42 – Drug and Alcohol Testing for Bus Drivers](#)

Series 5000: Students

- [5113 – Attendance](#)
- [5114 – Exclusionary Time Out: Suspension/Expulsion](#)
- [5118.1 – Homeless Students](#)
- [5123 – Promotion & Retention of Students](#)
- [5125 – Student Educational Records/Annual Notification of Parental/Student Rights: FERPA](#)
- [5125.11 – Health/Medical Records](#)
- [5131.6 – Use, Sale, or Possession of Alcohol, or Controlled Drugs](#)
- [5131.7 – Weapons and Dangerous Instruments](#)
- [5131.911 – School Climate Policy](#)
- [5141.21 – Administration of Medication](#)

- [5141.231 – Psychotropic Drug Medications](#)
- [5141.4 – Reporting by Mandated Reporters of Suspected Child Abuse, Neglect, & Sexual Assault](#)
- [5141.5 – Youth Suicide Prevention & Youth Suicide Attempts](#)
- [5144.1 – Physical Restraints/Seclusion/Exclusionary Time Out](#)
- [5144.2 – Use of Exclusionary Time Out](#)
- [5144.4 – Physical Exercise and Discipline of Students](#)
- [5145.14 – Uniform Treatment of Recruiters](#)
- [5145.5 – Nondiscrimination/Title IX/Sexual Harassment](#)
- [5145.511 – Sexual Abuse Prevention & Education Program](#)

Series 6000 : Instruction

- [6115 – School Ceremonies and Observances](#)
- [6141.323 – Internet Safety Policy/Filtering – Children's Internet Protection Act](#)
- [6141.5 – Advanced Courses or Programs](#)
- [6141.52 – Challenging Curriculum Policy](#)
- [6146.11 – Grading/Assessment System \[Weighting of Grades\]](#)
- [6154 – Homework](#)
- [6159 - Individualized Education Program](#)
- [6171 – Special Education Program](#)
- [6161.3 - Comparability of Services – Title I](#)
- [6162.51 – Surveys of Students/Student Privacy](#)
- [6164.12 – Exemption from AIDS Instruction](#)
- [6171.2 – Preschool Students with Disabilities](#)
- [6172 – Alternative Education Programs](#)
- [6172.1 – Gifted & Talented Students Program](#)
- [6172.4 – Title I Parental and Family Engagement Policy](#)