CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Family Handbook

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CSDNBCT

Consolidated School District of New Britain

Family Handbook

2026-2027 SCHOOL YEAR

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Our Promise to Families

As we pursue excellence one student at a time, the Consolidated School District of New Britain, in partnership with family and community, works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.

District Calendar

2026-2027 School Year

JULY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST (1 Day)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER (21 Days)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER (21 Days)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER (17 Days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER (17 Days)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY (18 Days)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY (18 Days)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH (21 Days)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL (17 Days)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY (20 Days)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE (9 Days)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Districtwide

- = Holiday (Schools/District Closed)
- = No School = Early Dismissal = Professional Development
- **August 25** Convocation AM/Building Meetings PM
- **August 25, 26, 27, 28** Professional Development
- **August 31** First Day of School (Full Day)
- **September 7** Labor Day
- **October 7** Prof. Dev. (Early Dismissal for Students)
- **October 12** Indigenous Peoples Day
- **November 3** Election Day, Prof. Dev. (No School for Students)
- **November 11** Veterans Day
- **November 25** Early Dismissal
- **November 26-27** Thanksgiving Recess
- **December 23** Early Dismissal
- **December 24-January 1** Winter Break
- **January 1** New Years Day
- **January 6** Three Kings' Day
- **January 18** Martin Luther King Jr. Day
- **January 27** Prof. Dev. (Early Dismissal for Students)
- **February 12** Lincoln's Birthday
- **February 15** President's Day
- **March 10** Eid al-Fitr
- **March 26** Good Friday
- **April 12-16** April Break
- **May 12** Prof. Dev. (Early Dismissal for Students)
- **May 31** Memorial Day
- **June 11** Last Day of School (Early Dismissal)
- **June 18** Juneteenth Holiday (Observed)

Special Observance Days

Faculty will make appropriate accommodations for students affected by these and other special observance days.

Sep. 12-13 Rosh Hashanah
Sep. 20-21 Yom Kippur
Sep. 25 - Oct. 2 Sukkot
Nov. 8 Diwali
Mar. 22 Holi
Feb. 7 - Mar. 8 Ramadan
Mar. 9-10 Eid al-Fitr
Mar. 28 - Apr. 3 Bright Week
Apr. 21-29 Passover
May 16 Eid al-Adha

Pre-K ▲

- **September 30** PD (Early Dismissal)
- **October 28** PD (Early Dismissal)
- **November 18** PD (Early Dismissal)
- **January 27** PD (Early Dismissal)
- **February 24** PD (Early Dismissal)
- **March 24** PD (Early Dismissal)
- **April 28** PD (Early Dismissal)
- **May 26** PD (Early Dismissal)

Elementary School ◆

- **August TBD** Kindergarten Orientation
- **November 30** End of 1st Trimester
- **December 8** Evening Conferences
- **December 9** Conferences (Early Dismissal)
- **December 10** Conferences (Early Dismissal)
- **March 9** End of 2nd Trimester
- **March 30** Evening Conferences
- **March 31** Conferences (Early Dismissal)
- **April 1** Conferences (Early Dismissal)
- **June 11** End of 3rd Trimester

Middle School ◆

- **August TBD** Grade 6 Orientation
- **August 28** Grade 6 Only First Day (Early Dismissal)
- **November 30** End of 1st Trimester
- **December 8** Evening Conferences
- **December 9** Conferences (Early Dismissal)
- **December 10** Conferences (Early Dismissal)
- **March 9** End of 2nd Trimester
- **March 30** Evening Conferences
- **March 31** Conferences (Early Dismissal)
- **April 1** Conferences (Early Dismissal)
- **June 11** End of 3rd Trimester

High School ■

- **August 24** Freshmen Orientation (10:00AM)
- **August 28** Freshmen Only First Day (Early Dismissal)
- **August 31** First Day of School - All Grades
- **October 1** PSAT School Day - 10th & 11th Grade
- **October 7** Q1 Progress Reports Available in PowerSchool
- **October 15** Parent Conferences (6:00-8:00PM)
- **October 22** PSAT School Day - 9th Grade
- **November 2** End of Quarter 1
- **November 10** Q1 Report Cards Available in PowerSchool
- **December 15** Q2 Progress Reports Available in PowerSchool
- **December 17** Parent Conferences (6:00-8:00PM)
- **January 19,20,21,22** Mid-Term Exams
- **January 22** End of Quarter 2
- **January 25** Second Semester Begins
- **February 1** Q2 Report Cards Available in PowerSchool
- **February 11** Parent Conferences (6:00-8:00PM)
- **March 4** Q3 Progress Reports Available in PowerSchool
- **March 31** End of Quarter 3
- **April 1** SAT School Day
- **April 7** Q3 Report Cards Available in PowerSchool
- **April 28** Senior Presentations (Early Dismissal)
- **May 5** Senior Presentations (Early Dismissal)
- **May 17** Q4 Progress Reports Available in PowerSchool
- **June 7,8,9,10** Final Exams
- **June 11** Last Day of School (Early Dismissal) (Make-up day)
- **June 11** End of Quarter 4
- **June 14** Q4 Report Cards Available in PowerSchool
- **June TBD** Graduation (Tentative)

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2026-2027 Calendar Rev. 8/6/26 P. Figat

2026-2027 School Schedules

Here are the school schedules for the 2026-2027 school year. Please note that there are three schedules listed, the regular schedule, a 2-hour late opening, and a 2-hour early dismissal.

In the event of a school closing, delay, or early dismissal due to inclement weather or other unforeseen circumstances, a call will be made using the automated calling system as soon as possible. Please be sure that your telephone numbers are up to date so that we can contact you in case of emergency.

Information regarding closings, early dismissals or the cancellation of after school activities will also be posted on our social media platforms (Facebook and Instagram) as well as our website, located at www.csdnb.org. You can also watch the TV stations (WFSB, NBC CT, WTNH or Fox 61) for information.

In the event of an early dismissal, please make sure your child is aware of any alternate arrangements for going home.

SCHOOL	REGULAR SCHEDULE	2-HOUR LATE OPENING	2-HOUR EARLY DISMISSAL
Full Day Pre-K (Gaffney, RELC)	9:00 AM - 3:00 PM	11:00 AM - 3:00 PM	9:00 AM - 1:00 PM
Morning Pre-K (Gaffney, RELC)	9:00 AM - 11:30 AM	NO SCHOOL	9:00 AM - 11:30 AM
Afternoon Pre-K (Gaffney, RELC)	12:30 PM - 3:00 PM	12:30 PM - 3:00 PM	NO SCHOOL
Elementary (Except Smalley and DiLoreto)	8:55 AM - 3:35 PM	10:55 AM - 3:35 PM	8:55 AM - 1:35 PM
Gaffney KEY Program	8:55 AM - 3:15 PM	10:55 AM - 3:15 PM	8:55 AM - 1:15 PM
DiLoreto Elementary and Middle School	8:10 AM - 2:50 PM	10:10 AM - 2:50 PM	8:10 AM - 12:50 PM
Pulaski and Slade Middle Schools	8:10 AM - 2:50 PM	10:10 AM - 2:50 PM	8:10 AM - 12:50 PM
Smalley Elementary School	8:10 AM - 2:50 PM	10:10 AM - 2:50 PM	8:10 AM - 12:50 PM
HALS Academy	7:30 AM - 2:15 PM	9:30 AM - 2:15 PM	7:30 AM - 12:15 PM
Catalyst Academy	7:50 am - 1:30 PM	9:50 AM - 1:30 PM	7:50 AM - 11:30 AM
Brookside School	7:50 AM - 1:30 PM	9:50 AM - 1:30 PM	7:50 AM - 11:30 AM
New Britain High School	7:30 AM - 2:15 PM	9:30 AM - 2:15 PM	7:30 AM - 12:15 PM
NBHS SCA (Early Release)	7:45 AM - 1:45 PM	9:45 AM - 1:45 PM	7:45 AM - 11:45 AM
NBHS SCA (Late Release)	7:45 AM - 2:45 PM	9:45 AM - 2:45 PM	7:45 AM - 11:45 AM
Brown-Springer Academic Center	8:30 AM - 1:30 PM	10:30 AM - 1:30 PM	8:30 AM - 11:30 AM

New Britain Board of Education

Board of Education meeting dates are available at www.csdnb.org. Board meetings are typically held on the first and third Monday of each month, unless otherwise noted. Meetings begin at 6:00 PM.

Diana Reyes, President
reyesdi@csdnb.org

Barbara Marino, Vice President
marinob@csdnb.org

Aimee Pozorski, Secretary
pozorski@csdnb.org

Anthony Kane
kane@csdnb.org

Annie Parker
parker@csdnb.org

Hanna Petrisko
petrisko@csdnb.org

Joan Pina
pinaj@csdnb.org

Richard Reyes
reyesri@csdnb.org

Jose Rivera
riverajos@csdnb.org

Tina Santana
samtamati@csdnb.org

Board Email Address
If you wish to send a message to the Board as a whole, please email boe@csdnb.org. *All Board members will receive a copy of your email.*

New Britain Board of Education Liaisons

Members of the New Britain Board of Education are assigned to various schools throughout the district as liaisons. The members assigned to each school are the main point of contact if you wish to speak to any of them regarding anything at that school. If you have any complaints regarding that school, we always urge you to please speak to the administration first before escalating it to the Board of Education.

Adult Education
Annie Parker

Chamberlain Elementary School
Joan Pina

DiLoreto Elem. & Middle School
Jose Rivera

Gaffney Elementary School
Anthony Kane

HALS Academy
Dr. Aimee Pozorski

Holmes Elementary School
Dr. Aimee Pozorski

Jefferson Elementary School
Diana Reyes

Lincoln Elementary School
Hannah Petrisko
Tina Santana

New Britain High School
Anthony Kane
Hannah Petrisko
Jose Rivera

NBHS Satellite Careers Academy
Diana Reyes

Catalyst Academy
Tina Santana

Northend Elementary School
Annie Parker

Pulaski Middle School
Barbara Marino

Roosevelt Early Learning Center
Diana Reyes
Joan Pina

Slade Middle School
Richard Reyes
Tina Santana

Smalley Elementary School
Barbara Marino

Smith Elementary School
Jose Rivera

Vance Elementary School
Barbara Marino
Richard Reyes

Districtwide Leadership and Departments

Below you will find contact information for districtwide leadership and departments. If you have any questions, please do not hesitate to reach out to them. However, we urge you to follow the chain of command, first starting at the school level before reaching out to a districtwide administrator.

ACADEMICS

860-827-2200
District Co. of PK-5 Curriculum
Amy Anderson
andersoa@csdnb.org |860-827-2267
District Co. of 6-12 Curriculum
Lara Bohlke
bohlke@csdnb.org | 860-827-2018
District Coordinator of Fine Arts, Gifted, and Talented
Leona Clerkin
clerkin@csdnb.org | 860-826-1866
District Co. of Language Arts (ELA)
Lillie Stuart
stuart@csdnb.org | 860-827-2009
Assistant Coordinator of School Culture, PK-12
Keira Soler
soler@csdnb.org | 860-827-2254

ATHLETICS

Athletic Director
Lisa Grega
grega@csdnb.org | 860-827-2238

CENTRAL REGISTRATION

860-223-5501
Central Reg. Supervisor (PK-8)
Noemi Ramirez
ramirezn@csdnb.org | 860-223-5501

COMMUNICATIONS

Communications Officer
Ryan Langer
langer@csdnb.org | 860-827-2272

FACILITIES

860-827-2287
Chief of Operations
Vacant

FINANCE AND CONTRACTED SERVICES

860-827-2200
Chief Financial Officer
Ann Alfano
alfano@csdnb.org | 860-827-2259
Assistant Director of Finance
John Oullette
oullette@csdnb.org | 860-827-2255

MULTILINGUAL DEPARTMENT

860-827-2200
District Coordinator of Multilingual Department
Silvia Mayo Molina
mayo@csdnb.org | 860-827-2240

PARTNERSHIP OFFICE

District Coordinator of Career Pathways and Community Partnerships
Sondra Sanford
sanfords@csdnb.org I 860-259-6301I

PUPIL SERVICES

860-827-2022
Director of Pupil Services
Mark Spalding
spalding@csdnb.org | 860-827-2234
District Co. of Special Ed. (K-5)
Edie DeSimone
desimonee@csdnb.org 860-612-1524
District Co. of Special Ed. (6-12)
Nathan Ziegler
zieglern@csdnb.org | 860-827-2236
Nursing Supervisor
Elizabeth Dietz
dietz@csdnb.org | 860-827-2219
District Co. of Special Ed. (Birth to Three Transition, PreKindergarten, KEY Program)
Lori Butterfield
butterfl@csdnb.org I 860-827-2241

INFORMATION SERVICES (MIS)

860-832-4692
Chief Information Officer
Jeff Prokop
prokop@csdnb.org | 860-832-4690

PERSONNEL AND TALENT DEVELOPMENT

860-827-2278
Director of Talent and Equity
Nicole Sanders
sandersn@csdnb.org | 860-827-2295

SUPERINTENDENT'S OFFICE

860-827-2213
Superintendent
Dr. Tony Gasper
gasper@csdnb.org | 860-827-2204
Deputy Superintendent
Vacant
email | 860-827-2213
Executive Assistant to the Supt.
Vacant
email | 860-827-2203
Academics and Accountability Officer, PK-12
Heather Nicol
nicol@csdnb.org | 860-827-2297
Academics and Accountability Officer, 6-12
Tyrone Richardson
richardsonV@csdnb.org
860-827-2015
Chief of Staff
Maryellen Manning
manning@csdnb.org | 860-827-2280

TRANSPORTATION

860-827-2239
Transportation Manager
Rich Valerio
valerior@csdnb.org I 860-827-2206

School Directory

Adult Education
272 Main Street | Phone: 860-229-6106 I Fax: 860-505-0572
Principal: Gina Eller | eller@csdnb.org

Brookside School
505 South Main Street | Phone: 860-224-6450
Principal: Jason Miramant | miramant@csdnb.org

Catalyst Academy
183 Steele Street | Phone: 860-827-4577 | Fax: 860-827-4579
Principal: Donnah Swaby | swaby@csdnb.org

Chamberlain Elementary School
120 Newington Avenue | Phone: 860-832-5691
Fax: 860-224-1597
Principal: Terrance Berrie | berrie@csdnb.org
Assistant Principal: Tashia Bernadel | bernadelt@csdnb.org
Special Education Supervisor: Kimberly Hurt I hurt@csdnb.org

DiLoreto Elementary & Middle School
732 Slater Road | Phone: 860-223-2885 | Fax: 860-832-5685
Principal: Dario Soto | sotod@csdnb.org
Assistant Principals: Krista Crist and Andrew Mazzei
crist@csdnb.org and mazzei@csdnb.org

Gaffney Elementary School
322 Slater Road | Phone: 860-225-6247 | Fax: 860-225-1128
Principal: Anita Fazio | fazioa@csdnb.org
Assistant Principal: Allison Galin | galin@csdnb.org

HALS Academy
40 Goodwin Street | Phone: 860-826-1866 I Fax: 860-826-1867
Principal: Leona Clerkin | clerkin@csdnb.org

Holmes Elementary School
2150 Stanley Street | Phone: 860-223-8294 I Fax: 860-832-9666
Interim Principal: Michele Kushman | kushman@csdnb.org
Assistant Principal: VACANT

Jefferson Elementary School
140 Horse Plain Road | Phone: 860-223-8007 I Fax: 860-225-1646
Principal: Dr. Shamel Lewis | lewissh@csdnb.org
Assistant Principal: Diane Leja | leja@csdnb.org

Lincoln Elementary School
145 Steele Street I Phone: 860-229-2564 | Fax: 860-225-1638
Principal: Gina Cavallo | cavallog@csdnb.org
Assistant Principal: Kim Billy | billyk@csdnb.org

New Britain High School
110 Mill Street | Phone: 860-225-6300
Main Office Fax: 860-225-6350 | Guidance Fax: 860-224-2077
Principal: Damon Pearce | pearce@csdnb.org
Associate Principals: Edgar Garcia, James Brasile, Sal Escobales, Margaret Shea
escobale@csdnb.org, brasile@csdnb.org, garciaed@csdnb.org, sheam@csdnb.org Special Education Supervisors: Jessica Foligno and Stepen Howey, folignoj@csdnb.org I howeys@csdnb.org

New Britain High School Satellite Careers Academy
40 Goodwin Street | Phone: 860-826-1065
Principal: John Mayette | mayettej@csdnb.org

Northend Elementary School
160 Bassett Street | Phone: 860-223-3819 | Fax: 860-225-1660
Principal: Samantha Karoll | karoll@csdnb.org

Pulaski Middle School
757 Farmington Avenue | Phone: 860-225-7665
Fax: 860-223-3840
Principal: Heather Whitehead | whitehea@csdnb.org
Assistant Principals: Joseph Fortier, Jessica Melluzzo, Derek Roberts fortier@csdnb.org melluzzo@csdnb.org
robertsd@csdnb.org

Roosevelt Early Learning Center
40 Goodwin Street | Phone: 860-827-2017
Principal: Terry Turcotte | turcotte@csdnb.org
Preschool Special Ed. Referrals: Julie Yepes | yepes@csdnb.org

Slade Middle School
183 Steele Street | Phone: 860-225-6395
Principal: Kerri-Lynn Majori | major@csdnb.org
Assistant Principals: Malyka Henderson-McKissonl
hendero@csdnb.org

Smalley Elementary School
175 West Street | Phone: 860-225-8647 | Fax: 860-225-8044
Interim Principal: Andrea Folignol foligno@csdnb.org
Assistant Principal: Jennifer Wright | wrightj@csdnb.org

Smith Elementary School
Temporary location: 221 Farmington Ave
Phone: 860-223-1574 | Fax: 860-832-5682
Principal: Melissa Rivera | riveramel@csdnb.org
Assistant Principal: Taryn Duncan | duncan@csdnb.org

Vance Elementary School
183 Vance Street | Phone: 860-225-8731 | Fax: 860-225-1019
Principal: Sarah Harris | harriss@csdnb.org
Assistant Principal: Susane Hansley | hansley@csdnb.org

Registration and Attendance

IN THIS SECTION:

Enrolling in the Consolidated School District of New Britain
Change of Address/Telephone Number
Neighborhood School Assignment
School Attendance Guidelines
Perfect Attendance
Tardiness
Homeless Students

Enrolling in the Consolidated School District of New Britain

New Britain families with school age children–should enroll with the Consolidated School District of New Britain (CSDNB) as soon as possible. Children in grades preschool through grade 8 must complete a registration online and schedule an appointment online to bring the required documents to the Central Registration Office located at 120 Newington Ave, side of Chamberlain Elementary School. Our office hours are from 8:00 AM and 3:00 PM. Please call the Central Registration Office at (K-8) 860-223-5501 or (Pre-K) 860-612-3315 if you have any questions.

Students in grades 9-12 must complete a registration online and schedule an appointment online to bring the required documents to New Britain High School located at 110 Mill Street. Please call the New Britain High School Registration Office at 860-225-6300 x1610 if you have any questions.

Parents will need to provide the following documentation:

- Child's Birth Certificate (long)
- Child's Health Assessment Record with Immunizations (PreK through grade 8)
- Proof of your local residence (original electric, gas, or cable bill dated within the last 30 days, signed lease dated within the last 12 months, or a current mortgage statement). If you are living in an apartment or home that is rented or owned by another person, the person that owns or rents the place must complete/sign a Certificate of Residency form and then provide a proof of their local residence as stated above.
- Copy of IEP or 504 plan if applicable.
- 603 from DCF if applicable.
- Proof of guardianship or custody if applicable, must be a court signed document, Notary Public is not acceptable.
- Photo ID of parent/legal guardian
- Proof of Income (Preschool, School Readiness Program registrations only) - If you are paid biweekly then we will need the last two pay stubs. If you are paid weekly, we will need to see the last four paystubs, 1040 or W-2.

Change of Address/Phone Number

Parents are required to provide accurate information about current addresses and phone numbers, including emergency numbers. Many important messages are sent throughout the year via the automated calling system, which relies on current phone numbers. If your phone number changes, please notify the school office immediately. Failure to provide updated contact information prevents us from being able to contact you with vital information regarding your child/children.

If your family moves during the school year, please notify the school office of your move in advance. You will need to provide a new proof of residency, which can be accomplished through a signed lease, mortgage, recent and original utility bill such as gas or electric, or a property tax invoice issued by the City of New Britain. New Britain observes the neighborhood school policy based on residence address. If a family moves into a different neighborhood zone, the child will attend that neighborhood school.

Neighborhood School Assignment

All children will be enrolled in neighborhood schools based on the parent's/guardian's residential address. Neighborhood schools allow CSDNB to better direct and focus staff and resources to fit the needs of the

students in every school. Further information regarding the neighborhood school zones may be found on our website at www.csdnb.org. The website also includes a link (under Parent/Student Resources) that allows you to view a map of the school district and to type in your address to find the school your child will be assigned to.

Magnet School

Families moving into New Britain with children attending a Magnet School are required to enroll with the Consolidated School District of New Britain. Parents must complete a registration online and schedule an appointment online to bring the following documents to Central Registration: Birth Certificate, Proof of address and parent ID.

School Attendance Guidelines

In compliance with Connecticut State Law (Statute 10-184), we are providing written notice to you, as parents and guardians, of your obligations to assure your child's attendance at school. Students are expected to be on time for school and attend classes every day, unless they are sick or have a serious reason to be out.

CSDNB policy states that the only excused absences are those due to a child's illness, death in the family, a doctor or dentist appointment, religious obligations, or whenever administration considers that exemption from school is in the best interest of the student. The school administrator makes the final determination about whether an absence is excused.

As of April 2013, CT State Department of Education has provided definitions to establish two levels of criteria for an absence to be considered excused. The first nine absences in a school year can be deemed excused for any reason the parent or guardian provides. The 10th and subsequent absence after has a specific set of reasons that qualify as excused. The acceptable reasons for a student absence to be considered excused after 10 or more absences are as follows:

- Student illness with verification from an appropriately licensed medical professional regardless of length
- Student's observance of a religious holiday;
- Death in a student's family or any other emergency beyond the control of the student's family
- Mandated court appearances that are documented
- Lack of transportation that is normally provided by a district other than the one the student attends
- Extraordinary educational opportunities that meet specific criteria and are pre-approved by district administrators

An unreported absence is an unexcused absence. If your child has excessive unexcused absences, a referral to the School Engagement Team will be completed. Parents will be expected to attend a meeting to discuss attendance concerns.

The School Engagement Team consists of the principal, teacher, school social worker, behavior support assistant, school guidance counselor, family school liaison (FSL), the district's attendance supervisor, and other collaborative agency representatives. If the chronic absenteeism issue continues, a referral may be made to the Department of Children and Families (DCF) due to educational neglect. For more information regarding the Two-Level Approach to Excused Absences, please visit the Connecticut State Department of Education website. You can monitor your child's attendance through accessing the information recorded in PowerSchool.

Parents who keep their child home should call the school in the morning to inform the secretary of the reason for the child's absence. The school must keep detailed records of late arrivals, absences and early dismissals. If a child must be absent for a medical reason, parents should bring a note from a doctor or dentist with the date and reason for the absence. Calls are made to the home of each absent student in the morning to ensure that the parent knows the child is not at school.

We strongly encourage students to arrive on time. If they come in after the start of the school day, they will be marked tardy. If students come to school late, they must come to the office for a late pass before going to their classroom.

Perfect Attendance

To receive a perfect attendance acknowledgement for the school year, a student cannot be absent, tardy, or dismissed early regardless of whether the student is sick or has a scheduled appointment.

Tardiness

A student is considered tardy when they arrive after the regularly scheduled start time and/or start of homeroom. If your child is late for school, they should report to the office for a late pass before going to the classroom. Parents should provide a written note to the teacher when a child is tardy. Students who are repeatedly tardy will need to make up missed time.

Homeless Students

Per the federal McKinney-Vento Act of 2001, students may remain in their school of origin while experiencing homelessness. This is defined as the loss of housing due to economic hardship or other factors and may include living in shelters, motels, or doubling up with relatives.

Students deemed eligible may receive transportation from their current location to and from their school of origin. Families who are in need of transportation due to a change in living situation may contact the school social worker for more information.

Family School Liaison (FSL)

The purpose of the Family School Liaison team is to meet the needs of families in a proactive approach using an outward facing model. The focus is to provide a two-way communication channel connecting families to school and community resources. Each school has a designated FSL member to provide support to increase everyday student attendance. Please reach out to your child's school for more information.

"Every Day Matters"

CSDNB stresses the importance of everyday attendance for overall student success. Our "Every Day Matters" attendance campaign focuses on combating chronic absenteeism. This campaign also serves as the theme for achieving everyday excellence in all that we do as a community, students and staff included, and is at the heart of our mission of pursuing excellence one student at a time.

If a student misses two days of school per month beginning in kindergarten and continues the pattern every year, that student will have missed an entire year of school by the end of eighth grade. "Commit to BEE here" and "Two days, too many" are slogans associated with the "Every Day Matters" campaign to serve as reminders of the importance of everyday attendance for each of our students in pursuing excellence.

The following pages provide resources for parents in building the habit of good attendance in elementary school and for keeping track of good attendance in middle and high school (available in English, Spanish, and Arabic).

Reach Out and Read®

Attendance Works
Advancing Student Success By Reducing Chronic Absence

Help Your Child Succeed in School: **Build the Habit of Good Attendance Early**

School success goes hand in hand with good attendance!

DID YOU KNOW?

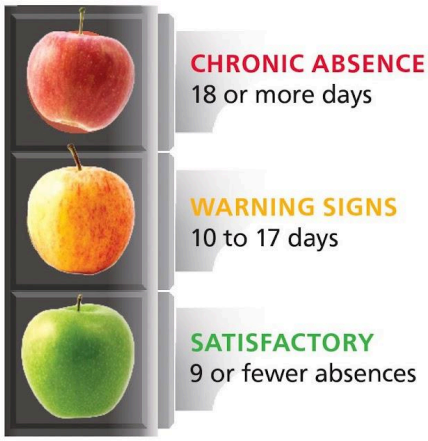
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit **attendanceworks.org** and **reachoutandread.org**

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Attendance Works
Advancing Student Success By Reducing Chronic Absence
www.attendanceworks.org

Pay Attention to Attendance: Keep Your Child On Track in Middle and High School

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.

DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

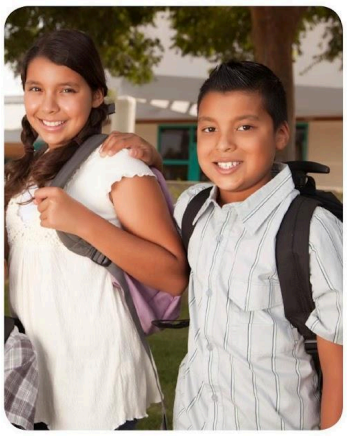
WHAT YOU CAN DO

Make school attendance a priority

- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

Help your teen stay engaged

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.



Communicate with the school

- Know the school's attendance policy – incentives and penalities
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.

Transportation

IN THIS SECTION:

Walking/Transportation Guidelines
Bus Stop Information
Daycare
Preschool and Kindergarten
Delayed Openings and Cancellations
Prohibited Items
Lost and Found
Conduct & Discipline Guidelines
CSDNB Transportation Privilege Consequences

General Overview

This section has been designed to keep you informed about the CSDNB's policies, regulations, and expectations regarding student transportation. Our children are our most important asset and their safety is our number one concern. Every day, it takes the collaboration of thousands of students and parents along with hundreds of staff members and vendor employees to ensure that our students are transported to and from school in a safe and efficient manner. It is critical that we all work together as a team to accomplish this task.

Please take a few moments to review this information with your child/children to reinforce its content and to impress upon them the importance of safe, polite, and courteous behavior. We are constantly striving to improve safety and efficiency in our operations. Every decision is made with integrity and with the best interests of our students and community in mind. We are committed to being the best at what we do, and look forward to working with you to ensure your student's transportation needs are fulfilled.

If you have any questions, comments or concerns regarding student transportation, please feel free to contact our Transportation Department at 860-827-2239. We are here to help.

Walking/Transportation Guidelines

Students in preschool through twelfth grade who are deemed eligible are assigned corner bus stops, unless special transportation is required due to medical or other reasons.

Our Board of Education policy provides that a walking distance for kindergarten through grade 5 is one-half (0.5) mile; for grades 6-8, one and one-half (1.5) miles; and grades 9-12 is two (2) miles. For more information, please refer to our policy section at the back of the handbook.

Bus Stop Information

Specific bus stops are selected based on site safety conditions (sight line, ability to pull in and out of pickup points safely, available turnaround if necessary, etc.), neighborhood student population, and distance between bus stops. Each August, students eligible for transportation are assigned stops based on their home address. If alternate arrangements are needed, parents must contact their school whether or not arrangements were made the previous year. Please note that alternate arrangements from the previous school year are removed and must be renewed each year.

Students must be fully visible to the driver. If a student remains inside the house or in a parked car, the driver may not stop. In the event that this occurs, the bus may not return for the student. While waiting for the bus, students should stand at the designated stop only. Students should not run into the road. Students should not go into private yards or driveways. Students should be respectful of all property near the bus stop. Complaints by neighbors of students trespassing on private property may result in loss of transportation privileges.

When the bus arrives, students should board promptly, take a seat, and face forward at all times. When the bus drops off, students should disembark without delay.

Parents or guardians are allowed to board the bus to secure or remove their child who is using a harness, car seat, star seat, seat belt clip etc. If a monitor is available, the monitor will assist and the parent may not need to board.

Bus drivers are prohibited from letting students off at any stop other than that for which they are scheduled unless they have written permission from their school or the Central Office.

While the bus is in motion, students should not stand, change seats, or distract the driver in any way. Students should keep all parts of their body and personal possessions to themselves. Students should not block the aisle or emergency exit, litter, or damage the bus in any way.

Please be advised that state laws are fully enforced and are as follows:

- A vehicle operator must stop at least 10 feet from a school bus when the stop sign is raised and/or the red light is flashing, on any highway, private road, parking area or on any school property.
- Connecticut imposes a fine of $450 for a first violation of its stop-arm law and a fine of $500 to $1,000, up to 30 days in jail, or both for subsequent violations. Connecticut assesses four points per occurrence against the offender's motor vehicle record.

Instructions on how to find busing information is posted on our website at www.csdnb.org, our facebook page at @csdnbct and at each school, prior to the first day of school. Instructions on how to find each student's specific bus information will also be mailed home. If you have any questions regarding your child's assigned bus stop, please call the transportation department at 860-827-2239. A request for a bus stop change should be made through your school secretary and approved by the school principal and the transportation department. Drivers are not authorized to make changes.

There is a ten (10) minute window before and after a student's given pickup or drop-off time. For example, if a student is told his or her pickup time is 8:30 AM this means that the acceptable window for the bus to arrive is 8:20 AM - 8:40 AM. Students should be waiting at the bus stop throughout this period. Please do not call the bus company or transportation department prior to the conclusion of this window.

Daycare

Students may be assigned transportation to/from an alternate address if the address is within the child's school neighborhood and meets the standard busing guidelines. In addition, students may be bussed to/from the school district's community partners: Boys and Girls Club, Pathways Senderos, YMCA, and YWCA. Requests must be made to the school office and then they will be reviewed and approved by the transportation department.

Preschool and Kindergarten

Preschool and kindergarten students are required to have an adult at the bus stop at all times. The designated person must be visible to the driver (e.g. not wait inside a car or house). If there is no parent or guardian present upon drop off, the child will be returned to school. Older siblings riding the same bus may not stand in for parent/guardian. It is strongly urged for an adult to accompany any young child at the bus stop.

An adult is not required for students in grade 1 or above. A child of any age who is uncomfortable getting off the bus for any reason upon arriving at the bus stop may request a ride back to school. Any preschool or kindergarten student will not be released to a sibling under the age of 18.

Students not met at the designated drop off location may be returned to school or brought to the New Britain Police Department. Please note that parents/guardians will be notified if this occurs.

Delayed Openings and Cancellations

In the event of inclement weather, school may be delayed or canceled. It is important to keep your child's school updated with correct contact information, as the district will make automated calls informing families of

delays or cancellations. Information will also be available on the district website www.csdnb.org and on major television networks or radio stations.

If a student attends school in a different town, transportation will be based upon delays or cancellations in New Britain. If, for example, school is canceled in New Britain but open in the town where the student attends school, it would be the parent's responsibility to transport students that day.

Prohibited Items

Items which are allowed by the student's school are allowed, so long as they do not block the bus aisle or emergency exit. No drugs, tobacco, vapes, alcohol, weapons or dangerous objects (e.g. lighters) are allowed. Students found to have prohibited items in their possession will be subject to disciplinary action, up to and including expulsion from school.

Lost and Found

Items left on the bus will be kept for one week. Students may ask the driver or call the transportation department at 860-827-2239 for assistance in contacting the correct transportation contact, if necessary. Neither CSDNB nor the bus companies will be held liable for lost items.

Conduct and Discipline Guidelines

Students, parents, and guardians are expected to show respect to others and conduct themselves in a professional manner at all times. Parents/Guardians should remind their students and themselves that the school bus is a privilege which may be revoked for anyone who does not follow the rules. Parents/guardians are not allowed to board the bus for any reason. Bus drivers are prohibited from letting students off at any stop other than that for which they are scheduled unless they have written permission from the school or Board of Education.

Expected Behavior on Busses

All students are expected to do the following:

- Walk to their bus safely.
- Board the bus in an orderly fashion and take their seats promptly and face forward.
- Share seats with others and remain seated until their designated stop.
- Use appropriate language and respectful speaking voices at all times.
- Keep hands, feet, and belongings inside the bus and to themselves.
- Follow the directions and be respectful of the bus driver who is responsible for the safety of all passengers.
- While the bus is in motion, do not stand, change seats, or distract the driver in any way.
- Keep all parts of your body and objects to yourself.
- Do not block the aisle or emergency exit, litter, or damage the bus in any way.

Poor Behavior on Busses

Students who have been observed by the bus driver or bus monitor to have damaged a school bus, for whom it has been necessary to discipline for inappropriate behavior while being transported, or have otherwise been suspended or expelled from school may have their transportation privileges suspended by the school principal (or designee), the pupil services department, and/or be investigated by the transportation department before action is taken. The length of suspension shall be commensurate with the action which necessitated the suspension of transportation.

In the event that a vehicle is damaged, the owner of the vehicle will seek financial compensation for the repair or replacement of damaged property independently of the District.

CSDNB Transportation Privilege Consequences

1. Initial Concern/Verbal Warning

A. The bus driver will talk with the student and ask for appropriate behavior.

B. The bus driver will fill out a student conduct report documenting the verbal warning.

C. A copy of the student conduct report and related information will be sent to the school administrator, parents, CSDNB Transportation Manager, and the manager of the appropriate transportation provider.

2. First Referral

A. The school administrator will meet with the student and discuss the problem.

B. A plan to correct the problem will be established.

C. The school administrator will send a copy of the referral home to the parents, identifying the plan of action, and warning the students and parents of the consequences of future referrals.

D. A copy of the referral and related information will be sent to the CSDNB Transportation Manager and the manager of the appropriate transportation provider.

3. Second Referral

A. The school administrator will meet with the student and discuss the problem.

B. A meeting may be scheduled between the school administrator, parent, bus driver, and student to develop a plan of action.

C. The school administrator will issue a one (1) day suspension from the bus. This information will be communicated to the CSDNB Transportation Manager, the manager of the appropriate transportation provider, the student, and the parent. This suspension may begin immediately.

D. The school administrator will send a copy of the referral home to the parents, identifying the plan of action and warning the students and parents of the consequences of future referrals.

E. The school administrator will meet with the student and parents (optional) after the one (1) day suspension to review the plan of action.

4. Third Referral

A. The school administrator will meet with the student and discuss the problem.

B. A meeting may be scheduled between the school administrator, CSDNB Transportation Manager, parent, bus driver, and student to develop a plan of action.

C. The school administrator will issue a three (3) day suspension from the bus. This information will be communicated to the CSDNB Transportation Manager, the manager of the appropriate transportation provider, the student, and the parent. Please note that this suspension may begin immediately.

D. The school administrator will send a copy of the referral home to the parents, identifying the plan of action and warning the students and parents of the consequences of future referrals.

E. The school administrator will meet with the student and parents (optional) after the three (3) day suspension to review the plan of action.

5. Fourth Referral

A. The school administrator will meet with the student and discuss the problem.

B. A meeting may be scheduled between the school administrator, CSDNB Transportation Manager, parent, bus driver, and student to develop a plan of action.

C. The school administrator will issue a five (5) day suspension from the bus. This information will be communicated to the CSDNB Transportation Manager, the manager of the appropriate transportation provider, the student, and the parent. This suspension may begin immediately.

D. The school administrator will send a copy of the referral home to the parents, identifying the plan of action and warning the students and parents of the consequences of future referrals.

E. The school administrator will meet with the student and parents (optional) after the five (5) day suspension to review the plan of action.

6. Fifth Referral

A. The school administrator will meet with the student to discuss the problem.

B. The school administrator will revoke the student's transportation privileges for the remainder of the school year. In the event a student's bus privileges have been revoked and he/she feels the rules have been wrongfully applied, the student may put such grievances in writing and submit it to the administrator and the CSDNB Transportation Manager. Upon request, a meeting will be set by the administrator and the CSDNB Transportation manager to hear and discuss the grievance. If the student is not satisfied, an appeal may be made to the Superintendent of Schools for a final resolution.

Health and Medical

IN THIS SECTION:

School Nurses
Administration of Medication
Over-the-Counter Preparations and Emergency Prescriptions
Illness and Injury Management
Emergencies
Staying Home from School
Communication with the School Nurse
School-Based Health Centers (SBHC)
Health Assessment Requirement (Physical Examinations)
Immunization Requirements
Tuberculosis Screening
Vision, Hearing, and Scoliosis Screening

School Nurses

A registered nurse is on duty in the school health office daily. If a nurse is not available, school administrators, faculty, and staff are available to aid students. School nurses:

- Assess and provide first aid to students who may become ill or who are injured at school, and to students who are demonstrating a significant change in behavior whether due to a physical or emotional/social cause.
- Provide vision, hearing and scoliosis screenings as required by Connecticut State Statutes, and notify parents/guardians of any abnormalities found.
- Administer medication and provide treatments as prescribed by the student's medical provider.
- Support students who have chronic conditions such as asthma, diabetes, severe allergies and seizures.
- Communicate with parents/guardians when further medical care may be needed, and make referrals as appropriate.
- Educate the school staff about health matters that affect students
- Collaborate with other school professionals, parents/guardians, and the student's health care team, as needed, to foster maximum student success.
- Provide health counseling and teaching to students..
- Maintain student health records required by state statutes.

Administration of Medication

In accordance with Connecticut State Statutes, medication cannot be administered to a student unless the school has a written order from a licensed medical provider and with the signed authorization of a parent/guardian. This includes both prescription and over the counter medications. Medication forms are valid for one year from the date signed by the medical provider. Students may not carry or take their own medications at school, including asthma inhalers and over-the-counter medications, unless the school has a medication order and signed permission from both the healthcare provider and parent/guardian allowing the student to self-carry and self-administer the medication.

Connecticut law does not allow students of any age to carry or self-administer narcotic or controlled medications at school.

Medications must be delivered to the school nurse by a responsible adult and must be in their original labeled pharmacy container or manufacturer's packaging. The student’s name and dosing instructions on pharmacy containers must match the written medication order. By law, a school may have no more than a 90 days supply of medication for a student. Students who have signed permission to self-carry medications must transport the medication to and from school each day, maintain it on or in the immediate vicinity of their person at all times, and use it according to the prescriber's instructions. As needed over the counter medications such as medicated cough drops, medicated creams/lotions, and allergy medications also require written medication authorization and signed parent/guardian permission to be carried or administered in school.

Medication administration forms are available from the school nurse or online at www.csdnb.org.

As a public school district, CSDNB follows the State of Connecticut Department of Education regulations regarding the administration of medications in school. These regulations can be found on the Connecticut

Department of Education website. School nurses and school staff are also required to follow applicable Federal government medication/drug regulations. If state and federal regulations regarding medication administration are different, school nurses and school staff will decline administering the medication until the school district receives a legal opinion regarding the medication administration.

Over-The-Counter Preparations And Emergency Prescription Medications

The school health office has over-the-counter preparations and medications that may be used to treat injuries and illnesses during the school day. This includes bacitracin, allergy lotion, hydrocortisone cream, saline wound wash, and eye wash. In the case of a severe allergic reaction, all health rooms have epinephrine via the intranasal administration, “Neffy”. Additionally, in the case of severe respiratory distress, all health rooms have oxygen and albuterol. Parents/Guardians may request, in writing, that these preparations and/or emergency prescription medications not be administered to their child. These exemption requests must be made in writing annually to the student’s school nurse, school principal, or to the nursing supervisor.

Illness and Injury Management

The school nurse uses professional judgment, clinical skills, and specialized training to assess students who visit the health office with complaints of illness or injury. Parents/guardians will be notified whenever a student exhibits symptoms of illness or sustains an injury that, in the professional judgment of the school nurse, warrants observation at home, dismissal from school, or further evaluation by a medical provider.

To ensure timely communication and the safe release of students, parents/guardians must provide the school with current, working telephone numbers and an up-to-date list of authorized emergency contacts, including names and phone numbers of individuals to whom the student may be released.

For student safety, students will not be released to any individual under 18 years of age.

School nurses may only dismiss students who they have seen, assessed, and determined, in their professional judgment, to be too ill or injured to remain in school. Students may not leave the school for illness or injury without being assessed by the school nurse. School nurses will not authorize the dismissal of students who have called parents/guardians for transportation home unless the student has been seen and assessed by the school nurse and it has been determined that, in the nurse’s professional judgment, the student is too ill or injured to remain in school. No student will be dismissed from the nurses’ office for any reason unless the school nurse speaks with a parent/guardian or an adult designated by the parent/guardian and has received their approval for the dismissal.

Emergencies

In case of a medical emergency, the school nurse or school administrator will contact 911 and the student will be transported to the nearest available emergency medical facility. In the case of a psychiatric and/or behavioral emergency, the school nurse, school administrator, school psychologist, and/or school social worker may contact 911 or 211 - the Emergency Mobile Psychiatric Services - to obtain emergency care for the student.

Stay at home guidelines due to illness

Deciding when a child is too sick to go to school can be a difficult decision for parents to make. When trying to decide, use the guidelines below and seek the advice of your health care provider. If you think your child needs assessment, contact their health care provider. Below is a list of guidelines to follow.

1. If your child has a temperature of 100.5 F or greater, he/she must stay home. Your child cannot return to school the next day and should remain at home until fever free for 24 hours without fever reducing medication.

2. If your child has diarrhea, he/she should stay home for 24 hours and all symptoms have resolved.

3. If your child vomits during the night, they need to remain home from school the following day. Your child may return to school only after they have been free from vomiting for 24 hours and are able to tolerate a regular meal without recurrence of symptoms. This practice helps ensure your child's recovery and reduces the risk of spreading illness to others.

4. If your child awakes with one or both eyes red, sealed with discharge and is itchy or painful, he/she should stay home and be seen by their health care provider. If prescribed an antibiotic eye drop or ointment, he/she may return to school 24 hours **after** starting antibiotics.

5. If your child is complaining of a sore throat, they should remain home from school and be evaluated by their healthcare provider. If the healthcare provider prescribes an antibiotic, your child may return to school after they have been fever-free for 24 hours without the use of fever-reducing medication and have been on the prescribed antibiotic.

6. If your child has severe cold symptoms with thick discharge, from the nose or has a wheezing, croupy cough they should stay home.

7. If your child has an unknown rash he/she should stay home and be evaluated by their health care provider. If prescribed an antibiotic they may return **after** 24 hours of use.

In the event that your child does have a fever over 100.5 degrees, if they are exhibiting negative changes in behavior, temperament, or classroom performance due to various health concerns, i.e.; fatigue, colds, diarrhea, constipation, etc. you will be called to pick up your child. Please consider the health of your child and the other children in the class and follow these guidelines before sending your child back to school. Keep these guidelines handy in order to determine when your child can come back to school after being ill. Recovery time is shorter with a sick child who is given plenty of rest.

Simple stuffy noses, coughs, minor asthma flare ups, or minor allergy symptoms don't preclude most children from enjoying and participating in school activities. If your child is congested or has a sore throat but is still active in the morning and able to get themselves ready, it's a good sign that they can handle the school day.

Students who have been seen by a medical provider should provide a medical note showing that the student has been assessed by the medical provider and stating that the student is cleared to return to school.

Communicating with the School Nurse

Please let the school nurse know if your child has a health condition that may require health care services or individualized planning for emergency care during school. You should also contact the school nurse if your child has had a change in their health status including (but not limited to) illness, injury, hospitalization, or a change in treatment or medication.

If your child has been in the hospital, had surgery, has an orthopedic injury (cast, crutches/walker, brace/boot), been newly diagnosed with a serious illness, or has been newly diagnosed with a condition such as asthma, diabetes, or epilepsy, parents/guardians must provide written information from the student's medical provider indicating the following:

- diagnosis
- treatment plan and, if needed, medication orders (for managing the condition during the school day)

- ability to return to school
- activity restrictions during the school day and in regards to school related activities (such as physical education, recess and athletics)

Students who require crutches, a walker, or a wheelchair in school must have a note from the treating medical provider indicating the need for assistive equipment and the expected length of time the equipment will be necessary. The school nurse does not provide crutches, walkers, or wheelchairs to students.

Children may have illnesses and accidents that cause them to miss school. Parents/Guardians should notify the school nurse if their child will be absent for one or more weeks due to medical reasons. The school nurse will ask the parent/guardian to sign a medical information release form (HIPPA form) so the school can obtain medical information from the treating medical provider. This information will be used to initiate planning for the student's return to school. Parents/Guardians should contact the school and speak with the school nurse in advance of a planned long-term absence or as soon as possible in the case of a medical emergency.

School-Based And Community Health Centers

Several of our schools offer on-site medical and behavioral services at our school based health centers (SBHC) or through our partnership with Klingberg Family Centers and Community Health Center.

Each SBHC is staffed by licensed medical providers such as Advanced Practice Registered Nurses (APRNs), Physician Assistants (PA), and Licensed Clinical Social Workers (LCSW). The medical portion of the SBHC offers services such as; physical exams, immunizations, and illness/injury visits. The medical provider can treat most illnesses and can prescribe medication if needed and will refer a student to a specialist or another medical provider if necessary.

In the behavioral portion of the clinic and through our partnership with Klingberg Family Centers and Community Health Center, individual, group, and family therapy is available. These are services offered at school but are not part of the school nursing services.

Parents/Guardians must enroll their student with the SBHC or with the counseling services in order for the child to receive these medical or behavioral services in school.

To register go to: www.sbhc1.com or call 475-231-6978 to make an appointment.

Health Assessment Requirements (Physical Examinations)

Students entering **PK3, PK4, Kindergarten, Grade 6, Grade 9**, or transferring to CSDNB**,** must have a current physical exam on file with the school nurse. Out of State transfers, physical examinations must be signed by a Medical Doctor (M.D.).

Students who do not meet this requirement shall be excluded from school until proof of medical documentation is submitted to the school nurse. State law requires that these assessments be performed by a medical provider, specifically; Medical Doctor (M.D). or Doctor of Osteopathic Medicine (D.O.), Advanced Practice Registered Nurse (APRN), or a Physician's Assistant (P.A.) who is licensed to practice in the State of Connecticut. Out of State physical examinations must be signed by a Medical Doctor (M.D.).

Immunizations

Per Connecticut State mandate, all students must be up to date with their immunizations to attend public schools. **In accordance with state law and recently updated Board of Education Policy, students who are not in**

compliance at the start of the 2026–2027 school year will NOT be allowed to attend school or enter the building. If compliance is not addressed, your child may be subject to disenrollment from CSDNB.

Immunizations are available at any of the CSDNB School Based Health Centers (SBHC). Students **must** be registered to be seen by the SBHC Medical provider. To register go to: www.sbhc1.com or call 475-231-6978 to make an appointment.

Additionally, any child under the age of 19 can receive immunizations at the New Britain Public Health Department, 61 Pearl Street, New Britain. Please call 860-826-3464 to schedule an appointment.

State of Connecticut Immunization requirements
https://portal.ct.gov/dph/-/media/dph/dph-2025/immunization/provider-page/pdfs/school-nurses/school-requirements/immunization-requirements-for-enrolled-students-in-connecticut-schools.pdf?rev=a450f3da4306402e9b9a12e3a5fd0fb8&hash=1B740465EBD703330AF00A65E11A7C07

Tuberculosis Screening

Those students determined to be at increased risk will be required to be tested for tuberculosis or to provide documentation indicating they do not have the disease.

Additionally, current students who travel to high risk areas of the world where tuberculosis is prevalent or have a known or suspected exposure to active tuberculosis may be required to be tested for tuberculosis prior to returning to school. Tuberculosis risk and the need for testing is determined by the local public health department.

Vision, Hearing, and Scoliosis Screening

School nurses provide vision, hearing, and scoliosis screenings to students as required by State of Connecticut statutes. If a student requires further evaluation, the parents/guardians of the student will be notified and provided with a referral form. Parents/Guardians should return the referral form to the school nurse after it has been completed by the medical provider.

Parents/Guardians wishing to exempt their student from the screening must annually provide their child's school nurse with signed written notice requesting exemption from state mandated screenings.

Special Education and Related Services

IN THIS SECTION

What is Special Education?
What are Related Services?
Who is Eligible for Special Education and Related Services?
Discipline/Sanction Reporting Guidelines
Due Process
Protecting the Rights of Students and Parents/Guardians
Child Custody
How am I notified of my Child's Rights?
References

What Is Special Education?

Special education is provided to a child with an identified disability who needs specially designed instruction to meet his/her unique needs and to enable the child to access the general curriculum of the school district.

A child who is eligible for special education services is entitled by federal law to receive a Free Appropriate Public Education (FAPE). FAPE ensures that all students with disabilities receive an appropriate public education at no cost to the family. FAPE differs from student to student because each has unique needs. As a parent of a child who has or who may have a disability that requires specially designed instruction, you will work with a team of educators and, as appropriate, specialists to determine the needs of your child and to design an appropriate program to address your child's educational needs.

If RTI progress monitoring shows that a child is not responding to the regular classroom setting, a higher level of support may be required for an improved response. Sometimes students require additional services and/or testing through our Special Education Department. Parents are involved throughout the entire process of referral, evaluation, program planning and review in accordance with Special Education procedures.

What Are Related Services?

Related services are those services that are required in order for a child to benefit from special education. Related services may include, but not be limited to: psychological and counseling services, speech and language services, audiological services, guidance, social work, transportation, physical and occupational therapy and medical services that are required for diagnostic or evaluation purposes.

Who Is Eligible For Special Education And Related Services?

To be eligible for special education and related services, your child must be between 3 and 21 years old AND your child must have one or more of the following disabilities, determined by the federal Individuals with Disabilities Education Improvement Act (IDEA 2004):

- Autism
- Deaf-blindness
- Developmental delay (for 3- to 5-year-olds, inclusive)
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Language disability/Dyslexia
- OHI/ADD/ADHD
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness
- Other health impairment (limited strength, vitality or alertness due to chronic or acute health problems such as lead poisoning, asthma, attention deficit disorder, diabetes, a heart condition, hemophilia, leukemia, nephritis, rheumatic fever, sickle cell anemia and Tourette syndrome)

The disability must adversely affect your child's educational performance, and as a result, require your child to have a specially designed instructional program to address his or her unique educational needs.

Discipline/Sanction Reporting Guidelines

CSDNB places high priority on providing each student with the opportunity to learn within a safe and stimulating environment. CSDNB schools, classrooms and offices are professional workplaces in which adults and children are expected to demonstrate respectful and appropriate behavior at all times.

For this reason, CSDNB accepts the responsibility for identifying those behaviors, which, if allowed to exist without restrictions and appropriate disciplinary action, would interfere with individual and group learning and the safe and orderly conduct of our public schools.

CSDNB charges staff with the responsibility of enforcing the rules of conduct, establishing consistency in their enforcement and maintaining an appropriate learning and behavioral environment. Disruptive vulgar or threatening language toward staff or students will not be tolerated.

CSDNB authorizes school administrators to discipline students for inappropriate conduct and for other offenses at school sponsored activities. Anyone refusing to model appropriate and acceptable behavior may have their access to the school restricted or revoked.

Due Process

Students involved in any type of disciplinary action are entitled to certain procedural rights. The discipline process for every student begins with a preliminary investigation where early guilt or innocence of charges is determined. Dependent upon the seriousness of the offense, the student should be accorded the following basic rights by the administration:

1. Notice of charges, nature of evidence supporting the charges, and consequences if charges are proven true.
2. Notice of a right to a hearing at which time he or she may respond to the charges.
3. A fair hearing, including the right to present witnesses and evidence.
4. A fair and impartial decision.

Safeguards: Protecting The Rights Of Students And Parents/Guardians

All etiquette support strategies used by school administrators must be in compliance with CSDNB rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students. When confronted with an act that may require the imposition of etiquette support by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident.

Students shall not be subjected to any etiquette support strategies for using a language other than English or because of a disability. School administrators should communicate with parents/guardians when etiquette support strategies are used to support a student. Parents/guardians and students who disagree with certain strategies and decisions made at the school level have the right to the following formal complaint procedures:

- A school-level meeting.
- Appeal of school-level decisions to the central office level.
- A hearing before an impartial hearing officer (for alternative education assignments and expulsions).

Child Custody

In most cases, both mother and father have equal rights to their children. If you have a court order that limits or terminates the rights of one parent in matters such as custody or visitation, the legal guardian must furnish a current copy to the office of your child/children's school. **Equal rights must be provided** to both parents unless a court order stating otherwise is on file in the school office.

How Am I Notified Of My Child's Rights?

It is state law that you must be given a copy of Steps to Protect a Child's Right to Special Education: Procedural Safeguards in Special Education one time each year. Additionally, a copy must be given to you when your child is referred for an initial evaluation or you request an evaluation and/or you file a complaint or request a due process hearing.

Academic Information and Special Programs

IN THIS SECTION

Programs

STEAM
English as a Second Language (ESL)
Executive Function (EF)/Developmentally Appropriate Practices (DAP)
Enrichment
National Honor Society/National Junior Honor Society
Summer SEE/CREATE/XTREME

Home/School Communication

PowerSchool
Textbook Care
Assessments
Conferences/Report Cards
Parent Surveys
Field Trips
Grade Placement - Promotion and Retention

Support Services

Integrated Multi-Tiered System of Support (I-MTSS)

Literacy Tutors

Programs

STEAM

CSDNB's STEAM (Science, Technology, Engineering, Arts, and Mathematics) program serves students in Kindergarten through Grade 5. STEAM teachers work with a variety of grade levels. The curriculum for STEAM is structured in Grade Bands: K-1, 2-3, and 4-5. It is project-based and uses an integrated approach to learning.

Teachers design hands-on lessons for students to solve open-ended, real-world problems. They encourage collaboration, critical and creative thinking, communication, and perseverance. The dedicated STEAM spaces in each school vary, however, each school does have a designated Makerspace where students design, build, and investigate with a collection of materials.

When not teaching STEAM, STEAM teachers perform a variety of duties including providing literacy and/or math intervention. These additional duties depend upon the STEAM teachers' areas of expertise and the needs of the building.

English as a Second Language (ESL)

English as a Second Language (ESL) is a support designed to develop the English language skills of students with a first language other than English. ESL instruction/support emphasizes the development of all four language domains: listening, speaking, reading and writing.

ESL provides students with extra support to foster increased English language skills in order to succeed in their grade level academic courses. This can either be accomplished with the ESL teacher working with students separately for targeted instruction, or by working in the classroom alongside the students to support classroom instruction.

Additionally, Bilingual Teaching Assistants (BTA) are on staff at required schools. BTAs work in the classroom to provide support in the students' native language in all subjects. Presently, we offer native language support in Spanish, Arabic and Ukrainian at schools where the number of students meets the state requirement.

The ESL Department at CSDNB follows Connecticut Department of Education guidelines for identifying English Learners and notifying parents. In addition, annual standardized testing is conducted as required by state and federal law to monitor student progress.

Executive Function (EF)/Developmentally Appropriate Practices (DAP)

In Preschool and Kindergarten, our district supports the development of the whole child by holding high, realistic expectations for all children. We put a strong emphasis on developing executive function skills in our students and promote developmentally appropriate tasks which infuse higher-order thinking and opportunities for increased complexity.

In Preschool, students engage in play scenarios during which they build background knowledge and take on the roles of a worker involved in the scenario. They use relevant vocabulary and create their own props to carry out the tasks needed to fulfill their role, while problem-solving and collaborating with their peers.

Enrichment / Gifted and Talented

In Connecticut, a school district is required to provide identification, referral and evaluation services for a child who may be gifted and/or talented. A district is not required, but has the option of providing services to a child who has been identified as being gifted and/or talented. Student data from grades 4 and 5 will determine eligibility for possible entrance into HALS Academy for middle school or the honors level track at all other middle schools in the district.

National Honor Society/National Junior Honor Society

The National Honor Society is the leading organization for students in grades 7-12 that promotes appropriate recognition for students who reflect outstanding accomplishments in the areas of scholarship, character, leadership, citizenship and service.

National Honor Society membership is often regarded as a valid indicator that the student will succeed in life and particularly in studies at the post-secondary educational level. The Honor Society member has already exhibited academic achievement, citizenship, leadership, and honorable and admirable character, as well as service in demonstrating that he/she is willing to use their talents and skills for the improvement of society.

In order to be considered for the National Honor Society / National Junior Honor Society, students must meet the appropriate criteria for admission. Please contact your student's guidance counselor if you have questions or would like to know what the criteria are.

Summer S.E.E./CREATE

New Britain Summer Learning Experiences provides a continuum of summer programming from Kindergarten through fifth grade. The programs run for three weeks each summer and follow an enrichment model. Students are invited to attend via a letter that is sent home with them in early spring. Each of the programs relies on partnerships between CSDNB and Community Based Organizations to help students connect to both their school and the larger community. Please read below to discover more about summer learning in New Britain.

S.E.E. (Summer Enrichment Experience) is a summer enrichment program for K-3 students. It is designed to give students additional reading, writing and math support in the morning and hands-on experiences in exciting community programs in the afternoon. SEE helps improve students' school engagement and helps them understand their place in the community.

CREATE (Connecting Real-World Experiences & Arts Through Education) is a summer initiative for Grade 4-5 students. It is designed to give students hands-on experiences to help improve their school engagement, especially in the areas of the Arts. Students participate in creative writing as well as visual and performing arts. They discover the importance of collaboration and communication.

Home/School Communication

Email and phone communication is expected for a strong home-school connection to be developed. It is important for contact information to be regularly updated to ensure accuracy. Please contact your child's school with any phone or address changes immediately. Your child's success depends on a partnership between parents/guardians and teachers.

PowerSchool

PowerSchool Parent Portal and Parent Communication with Teachers is located at www.csdnb.org. Parents have access to their child's academic progress through PowerSchool. Additional features are only available on the parent account and not available on a student account, so having a parent account is important.

PowerSchool is a confidential, web-based application that allows students and parents/guardians to view current and historical grades as well as class assignments and attendance. The purpose of this tool is to improve communication among students, teachers and parents/guardians.

It is expected that all parents/guardians regularly log on (minimum of once per week) in order to stay informed of their child/children's progress through PowerSchool. This software is in place to further communicate to all students that our home-school partnership is strong.

Teachers will use PowerSchool as their grade book and will enter all assignments in a timely fashion. To access the Parent Portal, parents/guardians will need to create a registered account. Once an account is created, guardians use the Access ID and Password to add the student(s) to the parent account. Access ID and Password information is included on school report cards and progress reports. More information can be found on our website at www.csdnb.org.

Homework

The New Britain Board of Education defines "homework" as independent practice and learning that happens outside of the classroom. These learning opportunities can help to serve as a connection between home and school. Independent practice reinforces skills that students should be able to practice with little support. Learning outside of the classroom may include work on long-term projects and tutorials/readings to prepare for new learning.

Daily reading leads to academic success. It is expected that Kindergarten through grade two students read (or be read to) a minimum of 10-20 minutes per day. Students in grades 3-12 are expected to read a minimum of 20-30 minutes per day or 100-150 minutes throughout a week.

To be educationally meaningful, independent practice and learning assignments should:

1. Reinforce skills introduced in the classroom by providing additional practice.
2. Be at an appropriate level of challenge and allow for personalization.
3. Promote engagement in classroom activities and student success.
4. Provide opportunities for students to reflect on their learning and current performance.

Guidelines for students:

1. Follow the directions and complete each assignment to the best of his/her ability.
2. Reflect on learning and current performance.
3. Advocate for additional help and support as needed to reach mastery.
4. Budget time realistically and meet due dates.
5. Actively seek missed work/assignments by asking teachers before or upon return from an absence.

Guidelines for parents:

1. Support students in identifying a time and place to carry out his/her assignments.
2. Encourage students to share reflections on their learning and performance.
3. Encourage independence and help students self-advocate for support as needed.
4. Encourage students to take pride in their work.
5. Contact the teacher in the event of questions or concerns.

Make Up Homework

It is the student's responsibility to request and complete all missed work upon return from any absence and to learn the material. Books may be picked up in the office or sent home with a neighbor or sibling. For longer excused absences, parents/guardians are advised to call the office.

Students returning from an excused absence will have an amount of time equivalent to the number of days absent to complete assignments for full credit. Credit may be lost for work missed during a truancy.

Textbook Care

While students have access to online textbooks for many courses, students and parents/guardians should be aware that the textbooks which they use and bring home for schoolwork belong to the district and are only on loan to the student for the school year. It is the student's responsibility to protect and safeguard these materials so that others may use them the next year.

Book bags, backpacks and book covers are useful to ensure that books do not get wet, torn or damaged. Other than consumable materials, students may not write in a textbook, or otherwise deface it. If a student loses or mistreats a textbook, parents/guardians will be asked to pay for it.

Assessments

The purpose of assessments is to determine how students are progressing toward their academic grade level specific standards. Teachers are checking for understanding every day by asking questions, observing and administering quizzes, tests, written assignments, etc. Teachers design their lessons based on how students are progressing. The following assessments are used:

- Dibels Grades K-3: Up to three times a year (fall, winter and spring) students in grades 4 - 8 will complete this assessment. Results of these assessments will be shared with parents at parent conferences.
- State Tests: Each spring, students in grades 3-8 take the Smarter Balanced Assessment, students in grades 5 and 8 take the State Science Assessment, students in grade 11 take the SAT and students in grades 9-11th take the PSATS.
- Curriculum Based Assessments: Developmentally appropriate common assessments are available for teachers to use to evaluate student progress toward grade level standards.
- End of Course Exams: Courses awarding high school credit have common exams. Final assessments may be administered in the spring for core content areas at the middle school level and in Math and Reading at the elementary level.

Conferences/Report Cards

Elementary and Middle schools operate in trimesters and offer parent/teacher conferences two times a year in the Winter and in the Spring. This is a time to meet with your child's teacher and gain valuable information about how your child is doing in school and how you can support them at home. The High School operates in quarters and completes progress reports 4 times a year and report cards 4 times a year. They offer conferences in the Fall and Winter.

Parent Surveys

Ongoing feedback about daily academic experiences of students in CSDNB is expected so that we can make the necessary changes to ensure every child is receiving the high quality education they deserve. Parent surveys will be conducted twice per year. We need 100% participation from all families. Online surveys will be available on our website and at each school during conferences in April. Please help us use your feedback so we can grow.

Field Trips

Students may leave the building to go on administration-approved educational trips. Well before a scheduled field trip, teachers will send permission slips home with the students along with all relevant information about the trip. If you have time available in your schedule, you might wish to volunteer as a chaperone for the field trip. Please contact your child's teacher and let them know if you are interested in volunteering as a chaperone or if you have questions regarding the trip. No student will be allowed to take a field trip without a signed permission slip returned to the school by the deadline.

Grade Placement - Performance and Retention

CSDNB believes that all students can achieve a high standard of academic excellence. The determination of promoting or retaining students is founded in a belief that retention of a student will provide one of the necessary interventions in order to assist that student in achieving academic excellence.

Elementary and Middle School Level Conditions for Retention

Any student who meets any or all of the conditions listed below will be a candidate for retention.

* Any student who performs below the substantially deficient level on grade level assessments in math and/or reading will be considered for grade level retention.

* Any student who has been absent 20 or more school days by May 1 of each school year will be considered for grade level retention.

* Any student who has not shown proficiency or a passing grade (above a 59%) in the core subjects will be considered for grade level retention.

* Any student who does not demonstrate a mastery of grade level standards and is recommended by the classroom teacher(s) will be considered for grade level retention.

Can my child be retained more than once?

No student shall be retained more than once during their kindergarten through fifth grade (elementary) school years.
No student shall be retained more than once during their sixth through eighth grade (middle) school years.

Timeline of Steps Taken for Consideration of Grade Level Retention

September – June

A student who scores in the substantially deficient range on grade level assessments (in September, January and/or May) will receive appropriate instructional interventions provided by either the classroom teacher(s) or an appropriate interventionist. Along with increased instructional time provided by the classroom teacher or interventionist, ongoing progress monitoring (mini-assessments) will be given to measure the effectiveness of

the interventions provided. The instructional interventions will be discussed by a team of educators and recorded throughout the year.

February

In February, following the winter benchmark assessments, the classroom teacher will submit the names of the students who scored substantially deficient to the building principal. These students will then be considered for grade level retention.

March/April

Parents/Guardians will be notified by letter of the possibility of retention no later than the March/April conferences. For this reason, it is very important for parents/guardians to attend all conferences throughout the year. In the event a parent cannot make the conference, the letter will be mailed to the parent/guardian's home.

May

The School-wide Retention Committee meets to discuss all students being considered for retention. Student retention recommendations will be submitted to the building administrator by May 31st.

June

The building administrator will make the final decision regarding promotion or retention and will send a letter to parents/guardians informing them of the grade level retention for their child prior to the close of the third trimester report card.

Next Steps Following Grade Level Retention

Any student recommended for retention will have a remedial plan identifying specific intervention strategies and plans for instruction that would lead to improved success to be implemented during the following school year. The individualized plan will be developed and monitored by the intervention team throughout the student's academic year.

For Middle School (grades 6-8) students only: The intervention team will give consideration/recommendation to accelerate grade placement during a student's second quarter of the retention year if the student has accelerated growth commensurate to the grade level to which he or she is being promoted.

Support Services

CSDNB provides a continuum of services for students who are struggling academically, socially or behaviorally. 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 our Integrated Multi-tiered System of Support (I-MTSS). Each building has a school social worker and school psychologist whose services are also available to support students and families. The district also refers families to the counseling services of various community agencies. School-based health clinics are located in most schools. School partnerships exist between Klingberg Family Centers and Community Health Centers.

Our I-MTSS Model involves providing scientific, research-based instruction and intervention matched to student needs. Rather than limiting support for those students classified under a particular label or program, supports are provided to all students, based on individual needs, not labels. The basic principles underlying I-MTSS hold considerable promise for helping our schools to improve education for all students. These basic

principles have been embraced by the Connecticut State Department of Education (CSDE) for a number of years, as well as supported by state legislation and policy.

Key Elements of Integrated Multi-Tiered System of Supports (I-MTSS)

All students have access to high quality core general education curricula. The curriculum engages the whole child in learning experiences that are culturally relevant and aligned to the CT Core Standards (academics), social emotional learning competencies (aligned to CASEL), and the district's Guiding Principles for Community, Collaboration, Support.

* Response to Intervention is a multi-tiered system of support to ensure that all students achieve his/her personal best.

- Districtwide procedures and protocols are included to inform parents that your child is receiving "pull out" or "push in" tiered instructional support that is progress monitored using appropriate tasks and assessment methods.
- School based strategies assure that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.
- Differentiation of instruction for all learners is provided by all staff - the classroom teachers, social workers, school psychologists, speech pathologists, paraeducators and interventionists.
- Common assessments, screeners and assignments for all students enable teachers to monitor a student's academic, social-emotional and behavioral progress. They also enable teachers to identify students who are experiencing difficulty.
- Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties assists with preventing the development of more serious educational issues later on.
- Data is carefully analyzed by teams of educators and school based intervention data teams to review student growth and performance. The results are used to inform instruction for the individual students and to evaluate and improve core general education practices and the overall efficacy of interventions.

Literacy Tutors

The primary function of Literacy Tutors is to support the acquisition of literacy (K-8) for students who have been identified as having academic deficits. As part of the I-MTSS process, early intervention in the form of supplementary support will increase the probability of closing the gap between below-level and on-level performance.

Core Values and Responsibilities

IN THIS SECTION:

Guiding Core Values and Social-Emotional Learning
Student Expectations
Parent/Guardian Expectations

Introduction

Students, parents/guardians and school employees are expected to read the Core Values and Responsibilities document and become familiar with its content. Related board policies may be found on our website at www.csdnb.org.

The primary objective of CSDNB is to enhance each student's potential for learning and to foster positive interpersonal relationships. CSDNB supports the concept that students who possess personal, academic, civic and occupational competencies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. This document helps students understand how to take control of their own learning and to positively affect outcomes by employing appropriate personal choices and skills.

In pursuing excellence for every New Britain student, CSDNB has adopted Engaging Schools' framework of Learning and Life Competencies. These competencies align with our belief that it is our mission to provide the best personalized and comprehensive whole-child education, so all students succeed personally, interpersonally, and academically.

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Learning and Life Competencies for School, College, and Career Success		
Competency	**Skill**	**Target Behaviors**
Self-Awareness	**I know myself.**	I am aware that my mindsets and emotions impact my capacity to learn and be skillful. I can accurately assess my feelings, behavior, interests, values, and strengths through my experiences. I know when I have done the right thing and when I make mistakes. I know when I bother others or upset them.
	I am aware of skills, behaviors, and attitudes that help me.	I can name and describe the benefits of skills, behaviors, and mindsets that help me be a good student and a good person. I know what motivates me. I know when it is important to follow rules, procedures, and norms of acceptable behavior.
Self-Management	**I identify, express, and manage emotions.**	I name and assess emotions accurately I express emotions skillfully even when I feel angry, frustrated, or disrespected. I manage my emotions by using strategies to cool down and regain my balance.
	I exhibit self-regulation.	I sustain my focus and pay attention throughout an activity or task. I work silently without bothering others. I accept help, feedback, correction, or consequences with good will. I follow instructions, procedures and rules.
	I demonstrate perseverance and resiliency.	I persist in my effort until I "get it" and finish the task. I pursue and sustain efforts to complete long-term tasks and achieve long-term goals related to my future. I can right myself and bounce back even when I experience temporary setbacks, failure, or adversity.

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Learning and Life Competencies for School, College, and Career Success		
Competency	**Skill**	**Target Behaviors**
Social Efficacy	**I communicate and problem solve effectively**	I focus my attention on people who are speaking to me. I listen respectfully and paraphrase/summarize or question before speaking. I use school-appropriate language and project appropriate body language. I use problem-solving strategies to work things out. I resolve interpersonal conflicts constructively.
	I demonstrate empathy and respect.	I make an effort to understand the emotions, words and actions of others. I respect the dignity of each person and their rights to be heard, to be valued, and to learn in a safe classroom. I accept other viewpoints respectfully and appreciate individual and group similarities and differences. I stand up for people whose rights, identity, or dignity have been violated. I interrupt or call attention to incidents of bullying, harassment, prejudice, or teasing.
	I foster healthy relationships.	I greet and talk to people in a friendly manner. I use words of common courtesy like please and thank you, excuse me, sorry about that. I am dependable and follow through on what I say I am going to do. I help and support others.
	I am assertive and I self-advocate.	I use neutral, non-aggressive language to express myself. I can verbalize and present my ideas my values, and my needs to others. I take initiative to seek help. I can navigate across different settings in order to present my best self to others.
	I cooperate and participate.	I work effectively with different students. I take on various roles and responsibilities to complete the learning task. I take turns, listen to and encourage others, and do my fair share.
	I demonstrate civic responsibility.	I volunteer to take on leadership roles or extended responsibilities in a group. I do positive things to make class a good place to learn. I take responsibility for my words and actions and acknowledge the impact of my behavior on the community. I make responsible decisions.
Academic Efficacy	**I invest in quality work.**	I attempt each part of the question, task, assignment, or test. I revise, edit/proof, and correct for quality and accuracy. I push myself to take academic risks. I complete assigned tasks regularly. I engage in critical, reflective and creative thinking.
	I organize to learn and study.	I attend class every day and arrive to class on time. I organize myself and manage my materials. I prioritize and manage my time and tasks. I figure out the instructions before I begin a task. I use a range of study strategies to remember and apply key knowledge, skills and understandings.
	I set goals and self-assess.	I make sure that I know the criteria for high quality work. I set specific learning goals and identify and adjust action steps to improve my grade. I monitor my academic progress through written and oral self-reflection and conferencing. I can identify the evidence that shows my effort to meet my goal.

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Rights, Responsibilities, and Expected Behaviors

The district is committed to safeguarding the rights of every student under state and federal law. In addition, the district is dedicated to promoting a safe, healthy, orderly and civil school environment.

Student Rights

All students in our district have the right to:

1. attend school in the district in which one's parent or legal guardian resides.
2. expect that school will be a safe, orderly and purposeful place for all students to access an education and to be treated fairly and respectfully.
3. be treated in a compassionate manner.
4. seek participation in all district activities on an equal basis regardless of a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, or gender (including gender identity or expression).
5. present their version of events that occur in school, to school personnel authorized to impose a disciplinary penalty when violations of the Guiding Principles have occurred.
6. have access to school rules (in a student's primary language) and, when necessary, receive an explanation of those rules from school personnel.
7. have access to relevant and objective information concerning drug and alcohol abuse, as well as individuals or information about agencies capable of providing direct assistance for students with serious personal problems.
8. be protected from discrimination and/or bullying and harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or other reasons, by school employees or students on school property, on a school bus, or at school functions.

Student Responsibilities

Students are responsible for their personal conduct and character by:

1. attending school regularly and being on time.
2. accepting direction, requests, feedback, and support respectfully from adults.
3. demonstrating self-discipline by making responsible behavior and academic choices.
4. being truthful about and accountable for your words and actions.
5. following school rules and meeting standards of behavior in the Guiding Principles.
6. accepting consequences when behavioral expectations are not met or when school rules are violated.
7. making an effort to correct and improve behavior through restorative interventions.
8. dressing appropriately. Align with district's dress code policy.

9. using your voice when you are concerned for someone else.

Students are responsible for contributing to their learning community by:

1. treating others the way you want to be treated.
2. expressing your thoughts and opinions in ways that are polite, respectful, and courteous.
3. using a considerate tone of voice and appropriate body language.
4. listening when others are speaking to you.
5. respecting others' personal space and keeping your hands to yourself.
6. working with others cooperatively in large and small groups.
7. acting with kindness, care, and sensitivity toward others.

Students are responsible for their learning by:

1. taking care of property that belongs to other students, adults, or the school.
2. using the school's or other people's materials carefully and for the intended purpose.
3. keeping personal electronic devices off and out of sight unless you have permission from school staff.
4. using school technology appropriately as directed by adults.

Students are responsible for respecting the property of others by:

1. taking care of property that belongs to other students, adults, or the school.
2. using the school's or other people's materials carefully and for the intended purpose.
3. keeping personal electronic devices off and out of sight unless you have permission from school staff.
4. using school technology appropriately as directed by adults.

Students are responsible for helping to maintain a safe school community by:

1. keeping the community free from violence, intimidation, bullying, harassment, and discrimination.
2. asking for assistance when you need help resolving conflicts and differences.
3. contributing to the safety and well-being of our community.
4. using all equipment in schools and on buses in a safe manner.
5. putting everyone's safety first by: NOT engaging in aggressive, violent or destructive acts that harm others and the community. NOT making threats about using dangerous objects/weapons, or harming others. NOT touching a fire alarm unless it is an emergency.

Parents/Guardians

Parents are vital to the success of the school, and they must recognize that the education of their child(ren) is a joint responsibility between the school community and themselves. To ensure that parents/Guardians

become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Guiding Principles of Conduct, Character, and Support.

Parents along with teachers should work together with children toward attaining the child's full potential. Parents can expect teacher performance that encourages children to reach this level of achievement. They are welcomed and encouraged to communicate and/or meet with teachers to find out how their children are progressing. They are also encouraged to discuss issues that may affect student behavior and strategies for improving performance, with their children's teachers and other school staff. The quality of a child's education is significantly improved when parents and teachers work together toward a common goal.

Parent Rights

All parents in our district have the right to:

1. Be actively involved in their children's education, including providing input on decisions that affect their child's education.
2. be treated courteously, fairly and respectfully by all school staff and principals.
3. receive timely information about the policies of the Consolidated School District of New Britain and procedures that relate to their children's education.
4. receive regular reports, written or oral, from school staff regarding their children's academic progress and/or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. view a grade on any assignment within 10 school days after the due date for the assignment. Longer term assignments and projects will be graded before progress reports or report cards.
6. receive information and prompt notification of inappropriate or disruptive behaviors performed by their children and any disciplinary actions taken by principals or school staff.
7. receive information and prompt notification about incidents that may impact their children.
8. make an appointment to meet with school staff.
9. receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
10. receive information from school staff about ways to improve their children's academic and/or behavioral progress.
11. be contacted immediately and directly when their child is believed to have committed a crime and police are summoned.
12. receive information about services for students with disabilities and English Learners.
13. receive communication through provided translators if necessary.
14. expect that their children's cultural, race, religion, and ethnicity is valued.
15. file a complaint when there has been a violation or misapplication of a written provision of school policy.

16. The district and schools shall establish policies that outline clear grievance procedures that parents/guardians can use to file complaints and establish a clear process of recourse if parents' or guardians' grievances are not resolved with due process.

Parent Responsibilities

Parents have the responsibility to:

1. motivate their children to be interested in school.
2. give updated contact information to the Consolidated School District of New Britain District Central Registration and their children's individual school.
3. make sure their children attend school regularly and on time.
4. let schools know when and why children are absent.
5. adhere to all policies and procedures related to students pick up based on the student's age/grade, IEP or transportation requirements.
6. communicate any concerns or complaints to school officials in a respectful and timely manner
7. work with school staff to address any academic or behavioral problems their children may experience.
8. support the Consolidated School District of New Britain by talking with their children about expected behaviors while in school or at school events.
9. become familiar with New Britain Schools Guiding Principles of Community, Collaboration, Support.
10. encourage their children to be active in the learning process by completing their homework, turning assignments in on time, and seeking assistance when needed.
11. be respectful and courteous to staff, other parents/Guardians, and students while on school premises.

School Staff

School staff is anyone that is employed to work in any public school in New Britain.

School Staff Rights

All employees of the Consolidated School District of New Britain have the right to:

1. work in a safe and orderly environment.
2. be treated courteously, fairly and respectfully by students, parents or guardians and other school staff.
3. communicate concerns, suggestions and complaints to the building principal first, then the Consolidated School District of New Britain District Office.
4. receive supportive professional learning and training.

All adults who engage with students have the responsibility to:

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual

orientation, or gender, with an understanding of appropriate appearance, language, and behavior in all school settings, which will strengthen students' self-image and promote confidence to learn.

2. be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.

3. address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

4. address personal biases that may prevent equal treatment of all students.

5. maintain confidentiality in accordance with federal and state law.

6. adhere to the New Britain Schools Guiding Principles of Community, Collaboration, Support.

7. help students understand the district's expectations for maintaining a safe and orderly environment.

8. participate in school-wide efforts to provide adequate supervision in all school spaces.

9. address issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Teacher Responsibilities

Teachers have the responsibility to:

1. be prepared to teach every day.

2. demonstrate interest in teaching and concern for student achievement.

3. demonstrate the desire to be a trustworthy mentor to all students.

4. know school policies and rules, and enforce them in a fair and consistent manner.

5. maintain confidentiality in accordance with federal and state law.

6. communicate to students and parents: objectives and requirements, marking/grading procedures, assignment deadlines, expectations for students, classroom discipline plans.

7. communicate regularly with students, parents and other teachers concerning growth and achievement.

8. participate in school-wide efforts to provide adequate supervision in all school spaces.

9. address issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

10. address personal biases that may prevent equal treatment of all students in the school or classroom setting.

11. report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator in a timely manner,, keeping the community free from violence, intimidation, bullying, harassment, and discrimination.

School Counselors/Social Workers/Psychologists Responsibilities

All School Counselors, BSA, Social Workers, Psychologists have the responsibility to:

1. assist students with personal, social, and emotional problems.
2. initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences as necessary, as a way to resolve problems.
3. maintain confidentiality in accordance with federal and state law.
4. encourage students to benefit from the curriculum and extracurricular programs.
5. make known to students and families the resources available in the community to meet their needs.
6. participate in school-wide efforts to provide adequate supervision in all school spaces.
7. address issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. address personal biases that may prevent equal treatment of all students.
9. report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to Counselors, School Social Workers and School Psychologists' attention to the building administrator in a timely manner.

Administrator Responsibilities

Administrators have the responsibility to:

1. ensure that parents have a right to participate in decision-making affecting school policies and procedures, including, but not limited to: * informing parents in a timely and clear manner as to when and how they can participate, and ensuring that all parents have equal access to information on opportunities for participation, * ensuring that parents have concrete opportunities to make recommendations to schools about effective methods for participation, * giving parents structured opportunities to give input, get information and help make decisions.
2. ensure parents have a right to participate in decisions affecting their individual child's education, including but not limited to: * adherence by teachers, administrators and other school staff to a problem-solving process that identifies academic or behavioral challenges as soon as possible and works with parents or guardians to identify solutions, * participation in restorative discipline solutions. * protection of due process rights, related to school discipline.

Building Administrator Responsibilities

Building Administrators have the responsibility to:

1. ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.

2. maintain confidentiality in accordance with federal and state law.
3. evaluate on a regular basis all instructional programs in a school.
4. support the development of and student participation in appropriate extracurricular activities.
5. provide support in the application of the Guiding Principles when called upon.
6. disseminate the Guiding Principles and anti-harassment policies.
7. be responsible for enforcing the Guiding Principles and ensuring that all cases are resolved promptly and fairly.
8. participate in school-wide efforts to provide adequate supervision in all school spaces.
9. address issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. address personal biases that may prevent equal treatment of all students and staff.
11. report incidents of discrimination and harassment that are witnessed or otherwise brought to the administrator's attention in a timely manner.
12. collect and report data on the implementation of the Guiding Principles including but not limited to data on the use of in-school and out-of-school suspension by student demographic characteristics.

District Administrator Responsibilities

Certified and Non-Certified Administrators have the responsibility to:

1. create and implement policies and procedures that encourage safe and orderly schools for all students, school staff, and principals.
2. ensure the legal rights of school staff, principals, students, and parents are protected.
3. be courteous, respectful, and fair with students, parents, school staff, and principals.
4. provide a broad-based and varied curriculum to meet individual school needs.
5. inform the community, students, parents, school staff, and principals about policies of the Board of Education.
6. ensure the legal rights of students with disabilities are protected.
7. provide staff who are trained to meet students' needs.
8. provide support and professional development training to principals and school staff to help them support students.
9. support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by Consolidated School District of New Britain Guiding Principles.
10. contact and involve parents regarding disciplinary issues related to their children.

11. monitor and analyze data on the implementation of the Guiding Principles, including but not limited to data on the use of in and out-of-school suspensions by student demographic characteristics.

Superintendent of Schools

The School Superintendent also has the responsibility to:

1. inform the Board of Education of educational trends relating to student discipline.
2. review with district administrators the policies of the Board of Education as well as state and federal laws relating to school operations and management.
3. maintain confidentiality in accordance with federal and state law.
4. work to create instructional programs that minimize incidences of misconduct and are sensitive to student and teacher needs.
5. work with district administrators in enforcing the Guiding Principles and ensuring all cases are resolved promptly and fairly.
6. address issues of discrimination and/or harassment as well as any situation that threatens the emotional or physical health or safety of any student, school employee or person who is lawfully on school property or at a school function.
7. address personal biases that may prevent equal treatment of all students and staff.
8. report or ensure the reporting of incidents of harassment, bullying and/or discrimination that are witnessed or otherwise brought to the Superintendent's attention are dealt with in a timely manner.

Board of Education

The Board of Education has the responsibility to:

1. maintain confidentiality in accordance with federal and state law.
2. develop and recommend a budget that provides programs and activities which will support achievement of the goals of the Guiding Principles and the district's mission.
3. support students, teachers, administrators, parent organizations, school safety personnel, and other school personnel to implement these Guiding Principles, clearly defining expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
4. adopt and review, at least annually, the New Britain Schools Guiding Principles of Community, Collaboration, Support, to evaluate the Guiding Principles' effectiveness and the fairness and consistency of its implementation.
5. lead by example by conducting committee meetings in a professional, respectful, and courteous manner.
6. address personal biases that may prevent equal treatment of all students and staff.
7. review data and the recommendations of the Superintendent on the implementation of the Guiding Principles, including but not limited to the use of in and out-of-school suspensions with regard to student demographics; implement reforms if needed.

Safety and Security Throughout CSDNB

IN THIS SECTION:

Safety Throughout the School Day
Visitors to School Buildings
Public Conduct on School Property
Raptor Technology
Photographing/Videotaping Students
Security Recordings
Emergency Drills
Parental Notice of School-Sponsored Access to Internet
Biking/Scooter Safety

Safety Throughout The School Day

Upon arrival, it is important that students do not arrive at the school grounds prior to the designated time as there is no adult supervision. Students should be dressed appropriately for weather conditions as they will remain outside until they are walked into the building by school staff to begin their school day.

During the school day, students will only be dismissed from the school office. If your child is to be dismissed early, please send a note to the teacher stating the time and who is to pick up your child. Upon arriving at the school to pick up your child, you should report directly to the office. You will be asked to provide identification and sign a dismissal log before your child will be called to the office.

No child will be dismissed to anyone other than the parents or guardians without written permission from the custodial parents or guardians. Parents/guardians are asked to complete an emergency form at the beginning of each school year which lists individuals to whom a child may be released. An older sibling must also present written permission from the custodial parents or guardians to pick up a younger sibling. Even with such permission, we will try to verify by phone that you wish your child to go home with someone else. This precaution may be frustrating for you and/or the bearer of the note, but remember that our first concern is your child's safety.

If there is any reason why a father or a mother should not be allowed to see or pick up a child, it is your responsibility to tell the teacher and the office about this situation. Remember that a biological or legal parent/guardian cannot be kept from visiting or taking a child without a court order, which would prevent him or her from doing so. This is a family/personal issue which must be resolved outside of the school. For the safety and protection of your child, please make sure issues like these are resolved before your child comes to school. Do not hesitate to call your child's school building if you have any questions regarding this issue.

At dismissal time, students will not be released early from class 30 minutes prior to the end of the regularly scheduled day. This is an important time of the day for your child – a time when they are able to reflect on their learning for the day, receive guidance for homework, projects and future learning. Parents must send a note in with their child to school the morning of the day of the early dismissal.

If you are picking a student up from school, please respect the dismissal time and be prompt in picking up your child/children to ensure that there is proper care for your student(s) as the office closes at 4:00 PM.

A student is not permitted to leave the school with anyone who has not been clearly identified as his/her parent, guardian or a person authorized to act on the behalf of the parents or legal guardians. These guidelines are in place to ensure student safety at all of our schools.

Visitors to School Buildings

CSDNB believes that parents/guardians are an integral member in their child/children's educational process. Parents or legal guardians are welcomed and are encouraged to be active contributing members in their school's community. Persons, including parents or legal guardians, wishing to visit a classroom must make arrangements in advance with the school principal so that the educational process can continue undisturbed.

All visitors must report to the school office upon arrival and must provide identification to obtain a visitor's badge. Visitors may not consult with the teaching staff or pupils during class time. In visiting a classroom, parents/guardians should realize that the teacher's first responsibility is to the class as a whole, and the teacher will not be able to converse at any length with the visitor. If a conference is desired, arrangements will be made with the teacher for an appointment by the parents or guardians either before or after school hours.

Any visitor to the school whose presence or conduct is disruptive, or whose behavior, past or present, suggests that he/she intends or is likely to become disruptive, may be requested to leave the school premises. If such an individual refuses to leave the school grounds or creates a disturbance, the principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual. The Superintendent has the authority to prohibit the entry of any person to a school in this district or to expel any person when there is reason to believe the presence of such person would negatively impact the operation of the school.

The above applies to all buildings within the Consolidated School District of New Britain.

Public Content on School Property

No person shall engage in conduct that may cause interference with or disruption of an educational institution. At any time if this occurs, administration may order a person to leave the premises and local law enforcement can be called if deemed necessary.

School Visitors

All doors are locked during the school day and visitors will be "buzzed in" at the main entrance at every building. All visitors must present valid identification which will be processed through the Districts visitor management system or logged by the main office staff.

Acceptable forms of identification should include full name and date of birth and include: State issued driver's license or ID card, passport, military ID or pistol permit. Work ID badges including DCF or State badges are not considered an appropriate ID. A visitor pass must be issued before a visitor is granted access to the school. Office staff will collect passes when visitors sign out at the end of their visit. We appreciate your cooperation in providing a safe and secure environment for our children.

Photographing/Videotaping Students

From time to time, photographs and videos are taken throughout the year (including the summer) highlighting schools, administration, staff, students, clubs, sports teams and more.

These photographs and videos are used in presentations to the Board of Education, teachers, parent groups or community groups. Photos and videos are also placed on the District's social and digital media platforms. On occasion, photos will also be provided to the media if they are running a story related to that photo.

If, for any reason, you do not wish your child photographed or videotaped, please notify your child's school.

Security Recordings

The Board of Education authorizes the use of video cameras on District property and contracted busing services to ensure the welfare and safety of all employees, students, and visitors to District property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent, except in areas designed for the health or personal comfort of individuals such as restrooms, locker rooms, lounges or other areas where individuals have a legitimate expectation of privacy.

Video recordings may be used to enforce Board of Education policies, administrative regulations, or building rules. The District shall comply with all applicable State and Federal laws related to record maintenance and retention.

Emergency Drills

Connecticut State Law mandates that every school have seven fire drills per school year. We also rehearse three lockdown and evacuation drills throughout the year. In the event of a real emergency, we will notify

parents/guardians via the automated calling/texting system and/or written communication. Please ensure that your contact information is kept up to date with the front office in your child's school building.

Students are expected to comply with drill procedures quietly and in an orderly manner and assemble at the area indicated for each class. Inappropriate behavior during these events can result in severe consequences and even expulsion, because the student is compromising safety. A system is in place to account for all students. Visitors at the school during a drill will be instructed by staff regarding what is expected of them and should comply with the drill procedures.

Parental Notice of School-Sponsored Access to the Internet

The internet is a valuable research tool and widely used as a source of communication for students, staff and parents. Internet access by students in school is guided by Board of Education regulations and monitored on site by staff. Access to the internet for research purposes and as a vehicle of communication may, from time to time, result in the release of certain information. Typically, the information is minimal in content and consistent with what is readily available through other media sources such as newspapers, television and radio. Where feasible, every attempt is made to limit the release of information over the internet to students' names or preferably, altered versions of students' names, the schools, grade levels and images of students. The release of student phone numbers and home addresses is prohibited. If you object to the release of any of the above information as it relates to your son/daughter, you must notify the building principal in writing.

Biking/Scooter Safety

By law, all children under the age of 16 must wear a helmet when riding a bicycle in Connecticut. All students given permission to ride a bicycle, skateboard or any self-propelled wheeled object to school must have a helmet on their head. Students not wearing a helmet will have the item taken and held until they bring a helmet to school to ride the item home.

Students utilizing motorized scooter style vehicles are required to follow state and city laws for operating said vehicles. A helmet and eye protection are required for proper operation and all State and local traffic control signals and signs must be adhered to.

All bicycles and scooters should be securely locked to the designated bike rack at each school building. Schools are not responsible for lost or stolen bike and scooters.

Policies and Procedures

IN THIS SECTION:

Policy 3524.10 - Pesticide Application
Policy 4118.233/4218.223 - Possession of Firearms or Deadly Weapons
Policy 5125.00 - Privacy Rights of Parents and Students
Policy 5131.00 - Student Discipline Code
Policy 5131.6 - Drug and Alcohol Policy
Policy 5131.911 - Safe School Climate
Policy 5132.10 - School Attire
Policy 5145.50 - Student Sexual, Racial and Other Unlawful Harassment
Policy 6121.00 – Student Equal Education Opportunity/Non-Discrimination
Policy 6142.101 - District Wellness
In Loco Parentis
Student Health Insurance
Protection of Pupil Rights Amendments (PPRA)

Note: Below is a synopsis of numerous policies.
A full listing of all of our policies can be downloaded at www.csdnb.org.

Policy 3524.10 - Pesticide Application

In conformity with applicable statutes, the intent of this policy is to ensure that staff, students, and parents/guardians receive adequate advance notice of pesticide applications in school buildings or on school grounds. The District will only employ certified pesticide applicators for any non-emergency pesticide use in school buildings or grounds. A "pesticide" is defined as a fungicide used on plants, an insecticide, a herbicide, or a rodenticide but does not mean a sanitizer, disinfectant, antimicrobial agent or pesticide bait.

The Board is committed to minimizing the use of pesticides. Therefore, the primary practice of pest control shall involve reducing/eliminating the conditions necessary for pest survival. These measures include but are not limited to good housekeeping and routine, prompt maintenance of buildings and grounds.

In accordance with Public Act 99-165, you have the right to prior notice of pesticide applications during the school year. You may register at the school for this notice. Registration at your child's school will ensure that notice be sent to you prior to application of pesticides at that school. During normal planned pesticide applications, notice will be mailed so as to be received 24 hours prior to application. In the event of an emergency pesticide application, notice will be sent (by any means practicable) on the day before or the day of the application.

Policy 4118.233/4218.223 - Possession of Firearms and Deadly Weapons

The Board of Education is responsible for maintaining a safe environment for learning. In addition, possession of a firearm or deadly weapon on school property, on school transportation, and/or at a school-sponsored activity is a felony. To this end, the Board of Education prohibits the possession of any firearm or deadly weapon, including a pistol or revolver, on school property, on school transportation, and/or at a school-sponsored activity, regardless of whether that person possesses a permit for the weapon involved, except as expressly permitted by Connecticut General Statutes Section 53a-217b.

Any employee who violates this policy may be disciplined, up to and including termination. Any student who violates this policy will be subject to expulsion proceedings pursuant to Board policy and Connecticut General Statutes § 10-233d. Any member of the general public who violates this policy will be reported to the police.

POLICY 5125.00 - PRIVACY RIGHTS OF PARENTS AND STUDENTS

Parents and eligible students are notified annually by the Consolidated School District of New Britain of the rights accorded to them by the Family Educational Rights and Privacy Act (FERPA) of 1974. Eligible students and parents of high school students are notified annually of their FERPA rights by the publication of these rights in the high school's student handbook. Parents of students in grades pre-kindergarten to eighth are notified annually of their FERPA rights by the publication of these rights in newsletters distributed to parents by District personnel in the beginning of the school year. The annual notification of rights informs eligible students and parents that they have a right to:

A. Inspect and review the student's education records.

B. Request the amendments of student's education records to ensure that the records are not inaccurate, misleading or otherwise in violation of the student's privacy rights or other rights.

C. Consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA regulations authorize disclosure without consent.

D. File with the United States Department of Education a complaint concerning alleged failures by the Consolidated School District of New Britain to comply with the FERPA regulations; and

E. Obtain a copy of the Consolidated School District of New Britain policies for student education records. Copies of these policies are located in the office of the Superintendent of Schools and in the principal's office of each school in the District.

F. The annual notice shall include the procedures for exercising the right to inspect and review educational records and for requesting amendments of records, along with a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Policy 5131.00 - Student Discipline Code

The responsibility for proper conduct in the Consolidated School District of New Britain (including transportation) rests with the parents and guardians. All students should recognize the consequences of their conduct. This refers to their actions towards each other, their language and their manners.

Implementation of this policy calls for sensitive, tolerant, intelligent action on the part of the school staff. The fostering of the rights of the individual must be made compatible with the needs of the total group. In each instance in which an employee acts to help a student conduct himself/herself properly, emphasis should be placed upon the growth of the student's ability to discipline himself/herself.

Students, both individually and in groups, shall comply with school regulations and shall recognize the authority of school personnel. Disobedience, or open defiance of authority, shall constitute sufficient cause for disciplinary action and may result in suspension from school. When, in the judgment of school personnel, an individual or a group challenges the authority and takes away from meaningful, instructional activities in the school through disruptive acts, abusive language, or threats of bodily harm, such activity shall be reported at once to the administrator who is empowered to institute appropriate corrective and/or disciplinary action.

Policy 5131.6 - Drug and Alcohol Policy

Pursuant to the goal of the New Britain Board of Education to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified, his/her parent(s)/guardian will be contacted, he/she may be suspended from school, referred to a student support team, and/or considered for expulsion.

In cases of the illegal activity of possessing or selling drugs or alcohol, students may be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent.

Students who violate this policy may be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Student-athletes who violate this policy while participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

Policy 5131.911 - Safe School Climate

The New Britain Board of Education is committed to creating and maintaining an educational environment free from bullying, harassment and discrimination. All students have a fundamental right to attend school in a safe and orderly environment in which they can learn and be free from fear. All students and adults have a responsibility to foster a positive educational environment.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds: at a school-sponsored or school-related activity, function or program, whether on or off school grounds: at a school bus stop: on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, **"Bullying"** means repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same school district that:

- Causes physical or emotional harm to such student or damage to such student's property
- Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property
- Creates a hostile environment at school for such student
- Infringes on the rights of such students at school, or,
- Substantially disrupts the education process or the orderly operation of a school

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry,

national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, 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.

For purposes of this policy, **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the New Britain Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall:

- Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students make reports.
- Enable the parents or guardians of students to file written reports of suspected bullying.
- Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report.
- Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section.
- Require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.
- Include a prevention and intervention strategy for school employees to deal with bullying.
- Provide for the inclusion of language in student codes of conduct concerning bullying.
- Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation.
- Require each school to invite the parents or guardians of a student who commit any verified act of bullying to invite the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying.
- Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education.
- Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.

- Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying.
- Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying.
- Require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct.
- Prohibit bullying (A) on school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, or leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or if (iii) substantially disrupts the education process or the orderly operation of a school.
- Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.
- Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying the Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Policy 5132.10 - School Attire

The New Britain Board of Education has determined that reasonable regulation of school attire can further important educational interests by reducing distraction, minimizing disruption, enhancing school community and pride in the school.

The following items are prohibited for all grades, Pre-K through 12

- Attire or accessories that contain messages or images that would tend to be offensive or disruptive to the educational process, including racist messages or images; sexist messages, or images; messages or images promoting the use of drugs, alcohol, or tobacco; profane or pornographic messages or images; messages that incite violence or constitute "fighting words"; or attire or accessories that promote or signify gang affiliation.
- See-through clothing, clothing revealing bare midriffs, tank tops, halter tops, tube tops, undershirts or underpants worn as outer garments, clothing with plunging necklines (front or back), sleeveless shirts, exposed clothing made of spandex material, or clothing worn in such a manner as to expose undergarments.
- Bare feet, bedroom slippers, shower style flip-flops, roller blades, roller-skates, or footwear that mars floors, causes excessive noise, or creates a safety hazard.
- Head covering of any kind, including but not limited to scarves, bandanas, curlers, masks, visors, kerchiefs, athletic sweatbands, hats, caps, earmuffs, or hoods. Head coverings shall not be worn,

carried, hung on belts or around the neck or kept in the classroom during regular school hours. However, approved coverings worn as part of a student's religious beliefs shall not be prohibited under this policy.

- Spiked or studded bracelets, oversized or multi-finger rings, belts or chains or any other articles of attire with spikes or studs attached, "Name" or other oversized metal belt buckles, or any other items of clothing or jewelry that may present a safety hazard to the student, other students or staff.
- Coats, jackets, windbreakers, nylon pullovers, down vests, or other attire normally worn as outerwear. Such outerwear should not be worn, carried or kept in the classroom during regular school hours. Outerwear must be secured in the student's locker before school starts.
- Sunglasses, headphones, or other electronic devices not prescribed for educational purposes, or goggles, whether worn or carried.
- Skirts, shorts, skorts, dresses, or jumpers that are shorter than four (4) inches above the knee.

Clothing Assistance

If the uniform policy is a financial burden, parents may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need. It is the policy of the Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Board's Attire Policy.

Pre-K through Grade 8 Universal Uniform

CSDNB's uniform policy includes a universal uniform amongst K-8 schools consisting of a solid white, navy blue, red or yellow collared polo top, and khaki, navy blue, or black dress slacks, skirts, jumpers, dress shorts, or skort bottoms. CSDNB's uniform policy identifies clothing and items prohibited in grades Pre-K through 12.

Dress Slacks, Dress Shorts, Dress Skirts/Skorts– Pants should be "dress or "Dockers" style and be belted at the waist only. No denim jeans. Navy Blue, Khaki, or Black.

Tops – Tops should be solid Red, Yellow, Navy Blue, or White with a collar or turtleneck. May have long or short sleeves. No tee-shirts are allowed.

Footwear – Season appropriate footwear such as dress shoes, sneakers, or boots, may be worn. Laces on dress shoes or sneakers must be tied. All dress shoes must be secure around the entire foot (i.e. no backless slip on or "mules" footwear). Additionally, any elevated "heel" to a dress shoe must be no higher than one inch for safety purposes. Footwear may not mar floors, cause excessive noise, or create a safety hazard.

Gym Day Attire - Elementary school students may wear sweats to school on scheduled gym day(s). Sweats must be solid navy blue or gray. Individual schools may choose and additional authorized color for sweats.

Optional – Sweaters, blazers, vests or sweatshirts are optional. Any sweater or sweatshirt must be a solid color without pattern, stripes, graphics, and logos must be inconspicuous.

Policy 5145.50 - Student Sexual, Racial, and Other Unlawful Harassment

It is the policy of the Board of Education to maintain a working and learning environment that is free from sexual, racial and other unlawful harassment. The Board will not tolerate the harassment of any student based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, immigration status or any other basis prohibited by law.

This policy prohibits unlawful harassment of students by employees, other students, or third parties. This includes protection from harassment by teachers, administrators, Board of Education members, volunteers,

visitors and any other individuals who are on school premises, at school-sponsored activities and at other places where such persons may come in contact with students in connection with educational programs and activities.

Students are also prohibited from harassing teachers, administrators or other school personnel on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or immigration status or any other basis prohibited by law.

Definition of Unlawful Harassment

Unlawful harassment means unwelcome and offensive conduct that has the purpose or effect of unreasonably interfering with a student's performance and/or learning opportunities or that is sufficiently severe, pervasive or persistent so as to create an intimidating, hostile or offensive educational environment. All forms of harassment are prohibited whether verbal, written, visual or physical and regardless of the medium through which it occurs.

Definition of Sexual Harassment

Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, nonverbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education.
- Submission to or rejection of such conduct by a student is used as a basis for educational decisions affecting that student's education.
- Such conduct has the purpose or effect of substantially interfering with a student's educational performance, and/or is sufficiently severe, pervasive or persistent that it creates an intimidating, hostile or offensive educational environment.
- Such conduct constitutes sexual harassment whether or not a threat of adverse consequences is carried out and whether or not the student actually suffers any tangible adverse consequences.

Sexual harassment includes a wide range of behaviors – from pressure or requests for sexual activities to unwelcome sexual comments and innuendo to verbal abuse of a sexual nature. Unwelcome sexual flirtations and advances, offensive touching of an individual, graphic or verbal commentaries about an individual's body, sexually degrading words used to describe an individual, and displays in the workplace of sexually suggestive objects or pictures are some of the additional behaviors that constitute sexual harassment. Behavior appropriate outside the school setting may not be appropriate in the school environment. Sexual harassment may be subtle and even unintentional. It may be directed towards members of the opposite or same sex.

Examples of Sexual Harassment

While an exhaustive list is not possible, the following are examples of specific behaviors that, if unwelcome and of a sexual nature, could constitute sexual harassment:

- Suggestive or obscene letters, notes, e-mail messages, voicemail or text messages, invitations, derogatory comments, slurs, jokes, epithets, touching, impeding or blocking movement, leering, gestures, noises, pulling at clothes, display or transmission of sexually suggestive objects, pictures or cartoons, graffiti, sexual assault, attempted sexual assault.
- Continuing to express sexual interest after learning of or being informed that the interest is unwelcome.

- Coercive sexual behavior used to control, influence, or affect educational opportunities, academic achievements, and/or learning environment of a student, such as threats of reprisal, implying or withholding support for an honor, program, recommendation, benefit or activity.
- Suggesting a poor grade or evaluation will be prepared.
- The creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive learning environment.
- Inappropriate attention of a sexual nature.

Often borderline matters will be brought to the attention of the staff by students and/or parents, which may not warrant formal sexual harassment procedures. Principals may need to make judgments in these matters. This does not relieve administrators of their obligation to counsel parents and students as to their rights under this policy.

Policy 6121.00- Student Equal Education Opportunity/Non-Discrimination

It is the policy of the Board of Education that students shall be provided an equal opportunity to participate in and benefit from the activities, programs, and courses of study offered by the school district without discrimination on the basis of race, color, national origin, sex, disability, religion, sexual orientation, alienage or any other basis prohibited by law.

Additionally, pursuant to Title IX and relevant state law, no individual shall, on the basis of sex (which includes marital status, parenthood, and pregnancy), be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The Board of Education complies with all laws pertaining to students with disabilities, including, but not limited to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), the Individuals with Disabilities Educational Act (IDEA) and applicable state and federal regulations.

Any student who feels he or she has been denied an equal opportunity to participate in or benefit from the activities, programs or courses of study offered by the school district in violation of this policy should immediately bring his or her complaint to the attention of a guidance counselor, assistant principal, building principal or the assistant superintendent.

Any staff member or administrator who receives a complaint from a student should bring the matter to the immediate attention of the assistant superintendent. If the assistant superintendent is the subject of the complaint, it should be brought to the attention of the superintendent of schools.

The Director of Pupil Services has been designated to handle inquiries and receive complaints regarding the district's non-discrimination policies as they pertain to students. The Pupil Services Department is located at 272 Main Street, P.O. Box 1960, New Britain, CT 06050. The phone number is 860-827-2234.

The Superintendent of Schools is authorized to develop administrative regulations to establish a complaint procedure for reporting violations of this policy. The Assistant Superintendent shall have the responsibility for coordinating compliance with this policy and investigating or supervising the investigation of complaints.

This policy may be downloaded from the CSDNB website, located at www.csdnb.org.

Complaints of Discrimination and/or Unlawful Harassment

The following individuals have been designated to handle inquiries and receive complaints regarding discrimination and unlawful harassment **for students, employees and all others:** Mark Spalding, Director of Pupil Services, 272 Main Street, P.O. Box 1960, New Britain, CT 06050, (860) 827-2234

All complaints will be promptly investigated in as confidential a manner as practical and appropriate. Corrective action will be taken when warranted. Any employee, student, volunteer or other individual under the control of the school system who is determined after an investigation to have engaged in harassment in violation of this policy will be subject to discipline, including possible dismissal or expulsion.

Copies of these policies and procedures are available on the CSDNB website, located at www.csdnb.org.

Policy 6142.101 - District Wellness

In order to create allergy safe schools, the district promotes a wellness policy that supports a learning environment conducive to safe and healthy lifestyles. Snacks and beverages meeting the District's nutrition standards include the following: fresh fruits, vegetables, whole grain products, hard pretzels, crackers, pita chips, rice cakes, cereals, fruit and vegetable chips, fruit cookies and bars, soft pretzels, nuts, seeds, soy nuts, trail mix, jerky, fruit snacks, yogurt, cheese, frozen desserts, pudding, milk, dairy alternatives, 100% fruit juice and water.

** Please note, all food that families provide students to bring to school is for their child only. In order to ensure the safety of all students, sharing of food between students is not allowed. This will include holiday/birthday celebration foods during the school day. We recommend that if you want to celebrate your child's birthday, you bring in non-food items such as pencils, erasers, etc. Please reach out to your building principal if you have questions. **

In Loco Parentis

The authority to discipline students derives from the in loco parentis authority of school officials to supervise and regulate student behavior, as well as from the primary responsibility to maintain a safe school environment for all students. As such, certified school administrators have leeway to maintain order on school premises, which includes, among other things, the right to question a student about his/her alleged misconduct before contacting his/her parent or legal guardian. This applies to certified administrators only.

Student Health Insurance

Students are covered for accidents in school only when they are participating in the following: Interscholastic sports, intramural sports, non-sport extracurricular activities, gym classes and recess. All other accidents are the responsibility of the parent/guardian. You may visit the Bollinger website
www.BollingerSchools.com<http://www.bollingerschools.com>/myschool/insurance-products.aspx?id=11865
and review the Student Accident Insurance Plan available for your child.

Protection of Pupil Rights Amendments (PPRA)

The PPRA affords parents and guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes and certain physical exams. Under the PPRA, parents and guardians have these specific rights:

- The right of parents/guardians to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students.
- Parents/guardians are entitled to know any arrangements that have been made by the district administration to protect student privacy in the event the District or any of its schools plan to administer a survey which contains one or more of the eight (8) protected areas of information.

- The right of parents/guardians to inspect, upon request, any instructional material used as part of the educational curriculum for students and the procedure for granting a request by a parent for such access.
- The right of parents/guardians to inspect, upon request, the protocol for the administering of physical examinations or screenings that the school may administer to students. Parents/guardians have the right to review any and all questions that may be asked in such examinations and screenings.
- The right of parents/guardians to inspect, upon request, the protocol for the collection, disclosure or use of personal information (including items such as a student's or parent's first and last name, address, telephone number or social security number) collected from students for the purpose of marketing or selling or otherwise providing the information to others for that purpose, including the District's arrangements for protecting student privacy in the event of collection, disclosure or use.
- The right of parents/guardians to inspect, upon request, any instrument used in the collection of personal information, before the instrument is administered or distributed to a student and the District's procedure for granting a parent's request.

Other Information

Before and After School Programs

The Consolidated School District of New Britain offers high-quality extended school day programming that provides intensive academic support, and social development activities that positively impact student's school performance, grade improvement, and promote personal and social skills that are also designed to include, serve and accommodate students with learning and physical disabilities. Programs offered to New Britain students include approved and suggested activities that incorporate a project-based learning curriculum, STEM education, group literacy, homework assistance, social-emotional learning, family engagement activities and skill development, health and wellness, and physical fitness/recreation. Programming is offered within the schools as well as throughout the city through partnerships created with non-profit and community based organizations. Extended day programs are academically enriched and designed to create a learning environment using an engaging curriculum that fosters students' curiosity and desire to learn.

Electronic Devices

Personal electronic devices such as cell phones, tablets, smart watches, personal computing devices and the like are allowed to be used in school only in certain circumstances. As a rule, electronics should be kept securely away during any classes, assemblies or meetings unless specifically requested by an adult to be used as a part of instruction. Any electronic devices used without authorization of the teacher will be confiscated and parents will have to come to school to pick up the electronic device. This does not include speakers to play music out loud, which are not allowed in school. The school is not responsible for loss or theft of these devices; please handle them carefully and responsibly.

Lockers

Sixth - eighth graders may be assigned a locker to use and may need to obtain a combination lock. Combinations must be given to the homeroom teacher in case of emergency. Lockers remain the property of the school. The school reserves the right to enter them with reasonable suspicion. Students may not share lockers without teacher permission. They should keep the combination confidential to protect belongings. All outdoor clothing and personal property is to be stored in the locker upon arrival to school. The school is not responsible for items in the locker. Keep your locker clean and locked at all times. Failure to do so may result in loss of locker use.

Student Debt

Report card grades, transcripts, books, records, etc. may be withheld until a student and his/her family meets their financial obligation to the school. This includes food accounts, fines for replacing lost school equipment, books, uniforms and bills for damage to school property.

School Dances and Activities

All school rules concerning behavior are in effect at all school functions. Students who are suspended or have been expelled are not allowed to be on school grounds or participate in school related activities. Participating students are not allowed to leave an activity or dance and return. School events are for students attending that school building only. Guests from outside of the school will not be admitted. Students are required to leave the school grounds when an activity or dance is over. Parents are expected to pick up their children on time from all after-school and evening activities. Failure to do so will result in your child being excluded from future activities. Activities and dances are an extension of school life. Attendance at such activities and dances is a privilege. Only students who exhibit appropriate behavior are allowed to participate.

Celebrations

The Consolidated School District of New Britain recognizes the important milestones in your child's academic journey. Students in kindergarten, grade 5 and grade 8 are celebrating the important milestone in their

educational journey and it is important for parents/guardians to recognize that these are not considered promotions or graduations.

Outside Recess Based on Weather Conditions

The CT State Department of Education guidelines for outdoor recess temperatures are as follows:

- Children can go outside when the temperatures are above 15 degrees Fahrenheit (including wind chill factor) and below 90 degrees Fahrenheit.
- Outdoor time should be limited to 20-30 minutes when temperatures are between 16 - 32 degrees °F.

Children are to be properly dressed with coats, hats and mittens or gloves during periods of extreme weather. As in the past, if there is snow on the ground, children must be wearing proper snow suits - including pants & jackets to play in the snow.

How Can Students and Families Get Involved?

For families and community partners to present their ideas and help move CSDNB forward

As a District we value the input of all feedback from our families and community partners.

Our Board of Education meetings and regularly scheduled Parent/Teacher Organization (PTO) meetings are great platforms for your voice and your student's voice to be heard. Additionally, parent organizations are encouraged to share information and generate questions that will clarify understanding of the changes for families in the community.

With small numbers of PTA/PTO members within some schools, the idea to combine and collaborate with other school PTAs/PTOs is a great way to leverage parental involvement across the district. Please invite building principals to share feedback from partnership meetings with district personnel to open two-way communication.

Non-profit and community partners can also play an active role in our schools. Currently the district works with many non-profit and community based partners to engage students at all levels. The Partnership Office facilitates the collaboration with those partners and provides consistent entry point access to our district in order to prioritize the needs of our students and their families. Our ultimate goal is for all students to experience work-based learning skills K-12 by attending to modules that are age appropriate.

Several partnerships with corporations at the high school level have been established. Each of our four established academies has an Advisory Board composed of local industry leaders who provide the feedback circle to identify the deficiencies our students are entering into the workforce with. We modify and revise our instructional practices to ensure that our students are getting the skills needed to be successful in the workforce.