



# **Student/Parent Handbook**

## **2017-2018**

**53 Vernon Street  
Hartford, Connecticut 06106**

**(860) 695-7201**

**<http://www.hmtca.hartfordschools.org>**

### **Title XI**

"No person in the United States shall, on the basis of sex, 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"

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# **Hartford Magnet Trinity College Academy**

## **Office of the Principal**

53 Vernon Street, Hartford, CT 06106  
Phone: 860-695-7201 Fax: 860-722-6954

*Dear Parents/Guardians and Students,*

*Welcome back!*

*It's hard to believe it is that time of the year again, the beginning of a new school year. Please use this Student Handbook as a tool to inform you of the many school policies and programs designed to support our student's success.*

*I am honored to be entrusted with the responsibility to serve as the Principal of HMTCA, a high performing school with many attributes.*

*We are all excited to have students back in our classrooms, filling them with energy and enthusiasm for learning. Great schools are made of effective teams that include high performing teachers and support staff, parents/guardians, and students. Together, we can have a significant impact on directing the lives of our students as they grow and develop. I encourage you to be an active participant in our efforts to ensure that HMTCA students continue to set the trend as the best magnet school in America.*

*Excellence is what we are about here at HMTCA. I am excited to get things moving.*

*Educationally yours,  
Sally Biggs*

A handwritten signature in cursive script that reads "Sally A. Biggs".

*Principal*

# **HARTFORD MAGNET TRINITY COLLEGE ACADEMY**

*At HMTCA, we are committed to maintain a culture wherein words are silenced by actions. We deliberately practice excellence, empowering students to obtain goals, utilizing resources that will enable them to become lifelong learners. The collaboration of parents, faculty, staff and community provides a caring, academically challenging, and technologically-advanced environment, balanced by discipline and fairness for the cultivation of diverse talents, skills, and interests for life. It is our vision to achieve excellence through the provision of a rigorous and challenging academic program that nurtures and expands the skills, talents, and interests of our students.*

## **WELCOME**

*The guidelines in this handbook have been developed to assist students in being academically and socially successful at Hartford Magnet Trinity College Academy.*

## **VISION**

*Graduates of HMTCA will be able to shape information into knowledge and knowledge into understanding. Each graduate will be a(n):*

- **Effective** communicator who conveys ideas clearly;
- **Responsible** citizen who shows willingness to work toward improvement of the community;
- **Information** processor who effectively gathers, assesses and analyzes data;
- **Collaborative** individual who learns from and contributes to the HMTCA community;
- **Knowledgeable** person who uses a variety of complex reasoning skills to solve problems.

## **SCHOOL MOTTO**

*Our mission at HMTCA is to create a sense of pride and passion for achievement. We strive to be:*

- *Honorable in our actions*
- *Mindful of our Diversity*
- *Thoughtful toward Others*
- *Creative in our Expression*
- *Ambitious in our Scholarly Endeavors*

## **MISSION**

*We come together, city and suburbs, with eager minds, a sense of pride, and a passion for achievement, to create our Hartford Magnet Trinity College Academy family. We each agree to take the initiative to transform obstacles into opportunities. Guided by a rich curriculum, we use our collective knowledge and gifts to energize our learning and create a safe haven for growth and exploration. Through the lens of arts, sciences and early college model our students*

*produce critical and creative works in a state of the art facility. Supported by our community partners, our students develop the social and academic skills to succeed at the region's most competitive schools*

**HARTFORD PUBLIC SCHOOLS DISTRICT ADMINISTRATION**  
**CENTRAL OFFICE**

*Dr. Leslie Torres-Rodriguez, Superintendent*

*Dr. Carol Birks, Chief of Staff*

*Dr. Jose Colon-Rivas, Chief Operating Officer*

*Dr. Catherine Carbone, Chief of Elem and Middle Grades*

*Kathleen England, Chief of Academics, Teaching and Learning and Student Supports*

*Jonathan Swan, Chief of Secondary Education*

*Deidre Tavera, Chief Communication & Partnerships Officer*

**HARTFORD MAGNET TRINITY COLLEGE ACADEMY**

*Mrs. Sally Biggs, Principal*

*Mrs. Marianne Lalama, Assistant Principal*

*Mrs. Karleka Norman, Assistant Principal*

**BOARD OF EDUCATION**

*Craig Stallings, Chairman*

*Richard F. Wareing, Board Member*

*Michael Brescia, Board Member*

*Robert Cotto, Jr., Board Member*

*Tiffany Glanville, Vice Chairman*

*Karen Taylor, Board Member*

*Juan Hernandez, Board Member*

*Kimberly D. Oliver, Board Member*

*Julio Flores, Secretary*

**TITLE XI**

*“no person in the United States shall, on the basis of sex, 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.”*

*Kim Schulte, District Coordinator*

# BELL SCHEDULE

School Year 2017-2018

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>8:15-9:39</b> Block 1	<b>8:15-9:39</b> Block 1	<b>8:15-9:39</b> Block 1	<b>8:15-9:39</b> Block 1
<b>9:42-11:10</b> Block 2	<b>9:42-11:10</b> Block 2	<b>9:42-11:10</b> Encore	<b>9:42-11:36</b> Block 2
11:13-12:40 Encore	11:13-11:39 Block 3A	11:13- <b>12:08</b> Block 2A	10:33-11:03 Lunch 1
12:44-1:14 Lunch	<b>11:39-12:09</b> Lunch	12:11-12:41 Lunch	<b>11:06-11:36</b> Lunch 2
1:17- <b>1:52</b> Trin Prep	<b>12:12-1:14</b> Block 3B	12:44- <b>1:14</b> Block 2B	<b>11:42-1:14</b> Block 3
<b>1:55-3:15</b> Block 3	1:17-1:52 Trin Prep	<b>1:17-1:52</b> Block 3	<b>1:17-1:52</b> Trin Prep
	1:55-3:15 Encore	<b>1:55-3:15 Block 4</b>	<b>1:55-3:15 Block 4</b>

School Hours: Students can enter the Cafeteria at 7:40 am. Classes begin at 8:15 and students are dismissed at 3:15 each day.



## **COMMON UNDERSTANDINGS AND EXPECTATIONS**

### **STUDENT RIGHTS AND RESPONSIBILITIES**

*Students at HMTCA have the right to learn in a safe, calm and peaceful learning environment. In order for parents, teachers, and administrators to protect the rights of students, it is expected that students will adhere to the Code of Conduct.*

#### **Code of Conduct**

*The HPS Code of Conduct explains behaviors that the members of our learning community (students, faculty, staff, and parents) are expected to demonstrate at all times. The district has authority over students during the regular school day and while going to and from school on district transportation. The following code combines common character traits with an emphasis on respect and responsibility:*

- ◆ *To learn and follow the rules and regulations established by the school community, including safety rules, and rules pertaining to Internet safety*
- ◆ *To respect the rights and individuality of other students, faculty, and staff*
- ◆ *To dress and groom in a manner that meets the dress code as well as established, reasonable standards of health, cleanliness, and safety*
- ◆ *To be punctual and present in all classes or assigned school programs*
- ◆ *To refrain from disobedience, misconduct, or behavior that disrupts the educational process*
- ◆ *To maintain the best possible level of academic achievement*
- ◆ *To respect the reasonable exercises of authority by school administrators, faculty and staff in maintaining discipline in the school and at school sponsored activities*
- ◆ *Being prepared for each class with appropriate materials and assignments*
- ◆ *Paying required fees and fines*
- ◆ *Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense*
- ◆ *Obedying the acceptable use policy when using the computer equipment and services*

*Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law. **The following activities are prohibited:***

1. *Bullying, harassment or hazing*
2. *Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers, staff, other school employees, or students*
3. *Disobeying directives from school personnel or school policies, rules and regulations*
4. *Cheating or copying the work of another student*
5. *Throwing objects that can cause bodily harm or damage property*
6. *Leaving school grounds or school sponsored events without permission*
7. *Playing with matches, fire, or committing arson*
8. *Committing robbery or theft*
9. *Damaging or vandalizing property owned by the school, other students, or school employees*

10. Disobeying school rules on school buses
11. Fighting, committing physical abuse, or threatening physical abuse
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence
14. Engaging in inappropriate physical or sexual contact, including sexual harassment, disruptive to the school environment or disturbing to other students to include fights or “play fighting”
15. Assaulting a teacher, staff member or other individual
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs, controlled substances, or alcohol
17. Possessing a weapon or dangerous instrument
18. Prescription drugs that are given to a person other than whom the drug is prescribed
19. Smoking or using tobacco products
20. Possessing a laser pointer, an electronic pager or “beeper” device or portable telephone on school property without prior approval of the school administration
21. Violating the Computer and Internet safety policy including changing settings and passwords on your computer or another student’s computer
22. Bomb threats or other threatening behavior to a student or staff member
23. Behaving in any way that disrupts the school environment or educational process

## ***DISCIPLINE***

*A student who violates the code of conduct shall be subject to disciplinary action.*

### ***Consequences for Behavior***

***Teacher/Team Intervention – Teachers are expected to issue consequences to a student for violation of school or classroom rules. The teachers or team will decide what the consequences will be and when the intervention will take place with them. Repeated failure to follow the teacher/team interventions will result in a referral to administration.***

***Extended Detention – An extended detention is served on Friday afternoon from 3:20 P.M. – 6:00 P.M. If the Friday falls on a holiday, the detention will be scheduled for Thursday. The parent/guardian is responsible for providing transportation. The parent/guardian must pick up the student promptly at 6:00 P.M. in the main lobby. The student must be signed out by the parent/guardian. Permission must be given by the parent/guardian for a student to walk home.***

***In-School Suspensions – In-school suspension is the exclusion of a student from classes for a minimum of one (1) day to a maximum of five (5) days. It is assigned by an administrator for blatant disrespectful behavior, serious disruptive behavior, or violations of the code of conduct.***

***Out of School Suspension*** – Out-of-school suspension is the exclusion of a student from school for a minimum of one (1) day to a maximum of ten (10) school days. An administrator assigns this type of suspension for the most serious violations of the HMTCA Code of Conduct. ***The student is responsible for making up all work missed while out of school.*** Students who receive in-school or out-of-school suspensions will also be suspended from participation and attendance in any after school activities until granted approval by the administration. Repeated suspensions may lead to dismissal from HMTCA.

***Expulsion*** – Expulsion is the exclusion from all school privileges for more than ten (10) days with limits to no more than 180 days. The Hartford Magnet Trinity College Academy may recommend to the sending school district to expel any student whose conduct endangers persons or property or is seriously disruptive to the educational process, or repeatedly violates any of the school's policies or procedures. A student is entitled to an expulsion hearing where the student and /or his/her parent or legal guardian will be able to respond to any of the charges placed on him/her.

### ***Student Discipline***

Students whose conduct at school or during a school sponsored activity violates the Uniform Code of Discipline or whose conduct out of school is significantly disruptive of the school environment are subject to discipline by the school in a variety of ways, including removal from the classroom, inside suspension, outside suspension and expulsion.

Students who are suspended – meaning removal from school for up to ten days – are entitled to an informal meeting with the school administrator as an opportunity to provide information about the incident and have input into the suspension decision. Parents and guardians will be provided immediate oral and written notice of suspensions.

Students who commit more serious offenses may also be recommended for expulsion from school for up to 180 school days. In such cases, a formal hearing before an impartial hearing panel will be conducted. The impartial hearing panel will determine whether the student will be expelled and if so, the duration of the expulsion. In some cases, an alternative educational program will be provided for students who have been expelled.

See Board Policy No 5131 for more complete information.

### ***Gum/Candy***

Students may not bring gum or candy to school. Students are not allowed to chew gum or eat candy in school. Students caught chewing gum or eating candy will be subject to disciplinary action.

## **DRESS CODE**

*The administration, faculty and staff at the **Hartford Magnet Trinity College Academy** believe in the development of the whole child. Studies have shown that school uniform or dress code offers the following benefits: a positive school image, a positive effect on classroom discipline, reduced peer pressure among students, positive school spirit, and increased student safety. These benefits have a direct correlation to our school's mission statement. In efforts to promote these attributes, the administration, school governance council and student body at HMTCA have adopted the following dress code:*

- **Not allowed:** Black pants, Cargo pants, jeans, overalls, sweatpants, stretch pants, velour, or any other athletic pants and tight fitting, sagging pants or logo attire.
  - **Navy sweaters, sweatshirts or vests** may be worn over the uniform shirt for warmth. They may be purchased through CT Shirt Man, Land's End or on your own. Jerseys and other logo shirts or sweaters are **not** allowed. In addition, a turtleneck shirt may be worn under the polo shirt. (Navy blue or White).
  - **Footwear-** choice of dress shoes, sneakers or low cut boots. **Open-toed shoes and slippers are not allowed because of safety concerns.**
- 
1. Cargo pants, Shorts, Jeans, overalls, sweatpants, pajamas, athletic wear, tight fitting leggings, or any other clothing which reveal the upper thigh or undergarments
  2. Shorts, skirts, or jumpers that are more than five (5) inches above the knee
  3. Tee shirts, "belly" shirts, tank, halter or tube tops, and/or spaghetti straps
  4. Attire which reveals the stomach, chest, the bottom of the back, or undergarments and see-through clothing
  5. Attire with slogans, names, titles or the like which are derogatory towards a person(s), group(s), or the school (or other organization)
  6. Attire or accessories that promote the use of weapons, drugs, alcoholic beverages and/or tobacco products
  7. Coats, jackets, or other attire normally worn as outerwear
  8. Head coverings of any kind not medically or religiously affiliated. The term "head coverings," includes but is not limited to scarves, bandannas, masks, kerchiefs, athletic headbands, caps or hoods
  9. Wearing more than one pair of pants at a time
  10. Hoop earrings larger than 2" in diameter

**Hartford Magnet Trinity College Academy**  
**Dress Code Guidelines for School Term 2017-2018**

**Middle School Requirements (grades 6 – 8)**

1. **Required**      *Short or long sleeve polo – navy, gold or white , with emblem*
2. **Required**      *Chino uniform pants, skirts, jumpers in solid khaki or solid navy blue only*  
*(shorts or skirts in the same material as long pants, no more that 5 inches from mid-knee). Pants with pockets on the side of the leg (cargo pants) are not allowed.*
3. **Optional**      *Belts*
4. **Optional**      *Fleece – navy, with school's emblem*
5. **Optional**      *Sweat shirt or sweater with hood– navy, with or without school's emblem*
6. **Optional**      *Turtlenecks or mock necks or short / long-sleeved T-shirts– navy or white only*
7. **Optional**      *(underneath polo shirt only)*  
*Cardigans (button down) sweaters or v-neck vests, fleece in navy with school's emblem or no emblem at all*

**High School Requirements – High School (grades 9 – 12)**

1. **Required**      *Oxford long or short sleeve button down shirt in **French (medium) blue or pale***  
***Yellow, with emblem. Shirts must be tucked in at all times!!***
2. **Required**      *Chino uniform pants, skirts, skorts, shorts, jumpers in solid khaki or solid navy blue only. Pants with pockets on the side of the leg (cargo pants) are not allowed.*
3. **Optional**      *Belts*
4. **Optional**      *Navy v-neck sweater vest, over Oxford shirt only, with or without school's emblem*
5. **Optional**      *Fleece, **zip up or button up only**, over Oxford shirt, in navy,*  
***with school's emblem***
6. **Optional**      *Cardigan or Long sleeve v-neck or crew neck sweater, over shirt, in navy , with school's emblem or no emblem at all*
7. **Optional**      *Turtlenecks or mock necks or (short or long sleeved) T-shirts– navy or white only (**underneath oxford shirt only**)*

***High School – No hooded garments are allowed.  
All Grades: All garments worn over the polo or oxford shirts are to be NAVY only***

***Uniforms may be purchased at:***

***1. Land's End***

- a. Web address: [landsend.com/school](http://landsend.com/school) – preferred school number is : 900137969***
- b. Telephone number: 1-800-469-2222***

***2. CT Shirtman***

- a. Web address: [CTShirtman.com](http://CTShirtman.com)***
- b. Address 70 Tolland Street; East Hartford, CT***
- c. Telephone Number: 860-523-8900***

## **National Honor Society**

*The minimum standard for scholarship is subject to change upon review and revision by the HMTCA Governance Council.*

HMTCA established a chapter of the National Honor Society in 2014 in accordance with the NHS Constitution. The following are highlights and basic information taken directly from the NHS Constitution:

### **Membership Selection**

- To be eligible for membership the candidate must be a member of those classes (sophomore, junior, senior) designated as eligible in the chapter bylaws.
- The national minimum standard for scholarship\*\* shall be a cumulative scholastic average of at least 85 percent, B, or 3.0 (on a 4.0 scale) or the equivalent standard of excellence. Candidates shall then be evaluated on the basis of service, leadership, and character.
- The selection of each member to the chapter shall be by a majority vote of the 5 member Faculty Council. Prior to notification of any candidates, the chapter adviser shall review with the principal the results of the Faculty Council's deliberations.

### **Meetings**

- Each chapter shall have regular meetings during the school year on days designated by the executive committee and in accordance with school policy and regulations.

### **Activities**

- Each chapter shall determine one or more service projects for each year.
- All members shall regularly participate in these projects.
- These projects shall have the following characteristics: Fulfill a need within the school or community; have the support of the administration and the faculty; be appropriate and educationally defensible; be well planned, organized, and executed.
- Each member shall have the responsibility for choosing and participating in an individual service project that reflects his or her particular talents and interests. This is in addition to the chapter projects to which all members contribute.

## ***NATIONAL JUNIOR HONOR SOCIETY (Middle School)***

*To be eligible for membership consideration, students must have a cumulative average of 90 or higher. Additionally, potential members must meet high standards of leadership, service, citizenship and character. The Faculty council will evaluate members of the seventh and eighth grade classes.*

## ***NONDISCRIMINATION***

*The Hartford Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or*

*denial to any person of the benefits of any of its educational programs or activities because of race, creed, color, national origin, sex, sexual orientation, marital status, age or disability, subject to the conditions and limitations established by law.*

## **PHYSICAL EDUCATION**

*A standard uniform is required for all physical education classes: White, blue or gold t-shirt (no tank tops), blue shorts or sweatpants (no jeans shorts or cut offs), white socks, and sneakers. In addition, girls are required to wear a one-piece swimsuit for swimming class and bathing caps are required for ALL swimmers. Physical education **gym uniforms and bathing caps are available for sale at the school**. Showers are available to students for use after participation. Students' grades will reflect compliance with the above requirements. If you need to be excused from physical education for more than two consecutive classes, a doctor's note may be required. Check with your physical education teacher.*

## **CONNECTICUT STATE CURRICULUM FRAMEWORK**

COMMON CORE STATE STANDARDS were adopted by Connecticut State Department of Education on July 7, 2010. The Common Core State Standards for English Language Arts & Writing are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. More information is available at [www.corestandards.org](http://www.corestandards.org)

### **College and Career Readiness Anchor Standards for Reading K-12**

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.



9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

**College and Career Readiness Anchor Standards for Writing K-12**

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Common Core State Standards for MATHEMATICS**

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems

involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### Mathematics Standards for High School

The high school standards specify the mathematics that all students should study in order to be college and career ready.

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

### Science Content Standards

#### *6<sup>th</sup> grade*

##### **Environmental Science –**

- An ecosystem is composed of all the populations that are living in a certain space and the physical factors with which they interact.

##### **Science and Technology in Society**

- Water moving across and through earth materials carries with it the products of human activities.

##### **Weather**

- Variations in the amount of the sun's energy hitting the Earth's surface affect daily and seasonal weather patterns.

##### **Earth Science**

- Glaciation, weathering and erosion change earth's surface by moving materials from place to place.

#### *7<sup>th</sup> grade*

##### **Earth Science**

- Landforms are the result of the interaction of constructive and destructive forces over time.

##### **Physical Science**

- An object's inertia causes it to continue moving the way it is moving unless it is acted upon by a force to change its motion.

##### **Physical Science**

- Energy provides the ability to do work and can exist in many forms.

### **Human Biology**

- Many organisms, including humans, have specialized organ systems that interact with each other to maintain dynamic internal balance.

### **8<sup>th</sup> grade**

#### **Genetics and Heredity**

- Reproduction is a characteristic of living systems and it is essential for the continuation of every species.

#### **Science and Technology in Society**

- Technology allows us to improve food production and preservation, thus improving our ability to meet the nutritional needs of growing populations.

#### **Science and Technology in Society**

- Bridges can be designed in different ways to withstand certain loads and potentially destructive forces.

#### **Chemistry**

- Materials can be classified as pure substances or mixtures, depending on their chemical and physical properties.

### **9<sup>th</sup> Grade - Physical Science**

#### **Energy Transfer and Transformations**

- Energy cannot be created or destroyed; however, energy can be converted from one form to another. The electrical force is a universal force that exists between any two charged particles.
- Various sources of energy are used by humans and all have advantages and disadvantages.

#### **Chemical Structures and Properties**

- Atoms react with one another to form new molecules. Due to its unique chemical structure, carbon forms many organic and inorganic compounds.
- Chemical technologies present both risks and benefits to the health and well-being of humans, plants and animals.

#### **Global Interdependence**

- Elements on Earth move among reservoirs in the solid earth, oceans, atmosphere and organisms as part of biogeochemical cycles.
- The use of resources by human populations may affect the quality of the environment.
- Some materials can be recycled, but others accumulate in the environment and may affect the balance of the Earth systems.

### **10<sup>th</sup> Grade - Biology**

#### **Cell Chemistry and Biotechnology**

- Life processes depend on the physical structure and the chemical activities of the cell
- Microorganisms have an essential role in life processes and cycles on Earth.
- Similarities in the chemical and structural properties of DNA in all living organisms allow the transfer of genes from one organism to another.

#### **Genetics, Evolution and Biodiversity**

- In sexually reproducing organisms, each offspring contains a mix of characteristics inherited from both parents.
- Evolution and biodiversity are the result of genetic changes that occur over time in constantly changing environments.
- Living organisms have the capability of producing populations of unlimited size, but the environment can support only a limited number of individuals from each species.

## **11<sup>th</sup> Grade – Chemistry**

### **Atomic and Molecular Structure**

- The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.

### **Chemical Bonds**

- Biological, chemical and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.

### **Conservation of Matter and Stoichiometry**

- The conservation of atoms in chemical reactions leads to the principle conservation of matter and the ability to calculate the mass of products and reactants.

### **Reaction Rates**

- Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.

### **Organic Chemistry and Biochemistry**

- The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes and chemical properties, and provide the biochemical basis of life.

## **12<sup>th</sup> Grade -**

### **Grade 12**

- Senior science electives include Physics, Anatomy and Physiology, Environmental Science and Forensics. Elective courses may be selected by any student who has successfully completed all required science prerequisites. These courses adhere to the current National Science Education Standards (NSES). Based upon the specific course, the emphasis on specific standards will vary. The following are the NSES content standards:
  - Unifying Concepts and Processes
    - Systems, order and organization

- Evidence, models and explanation
- Change, constancy and measurement
- Evolution and equilibrium
- Form and Function
- Science as Inquiry
  - Abilities necessary to do scientific inquiry
  - Understanding about scientific inquiry
- Physical Science
  - Structure of atoms
  - Structure and properties of matter
  - Chemical Interactions
  - Motion and forces
  - Conservations of energy and increase in disorder
  - Interactions of energy and matter
- Life Science
  - The cell
  - Molecular basis of heredity
  - Biological evolution
  - Interdependence of organisms
  - Matter, energy, and organization I living systems
  - Behavior of organisms
- Earth and Space Science
  - Energy and the earth system
  - Geochemical cycles
  - Origin and evolution of the universe
- Science and Technology

- Abilities of technological design
- Understandings about science and technology
- Science in Personal and Social Perspectives
  - Personal and community health
  - Population growth
  - Natural resources
  - Environmental quality
  - Natural and human-induced hazards
  - Science and technology in local, national and global challenges.
- History and Nature of Science
  - Science as a human endeavor
  - Nature of scientific knowledge
  - Historical perspectives

*\*as followed by the HMTCA Curriculum*

## *SCHOOL PROCEDURES*

### Hallway Transition Procedure

#### **Student Expectations:**

- ☐ Keep on the right side of the hallways and stairways.
- ☐ Keep hands and feet to yourself.
- ☐ Walk quietly to your class.
- ☐ Be respectful and courteous to others.

#### **Adult Expectations:**

- ☐ Escort students to Encore and lunch.
- ☐ Be present and actively supervise HMTCA students during all transitions.
- ☐ Active supervision at HMTCA means that we have conversations, interact, redirect, observe and intervene as needed.
- ☐ Use this time to build connections with students as well as get them organized for their next class.
- ☐ Students must be actively supervised as they use lockers, get drinks, or go to and from the restroom during transitions.

### Procedure for entering the classroom

#### **Student Expectations:**

- ☐ Enter the room quietly. Gather all your materials as you enter (e.g., hand in home work, pick up Do Now's, journals)
- ☐ Report directly to your seat.
- ☐ Have HMTCA Agenda, pen, pencil, and notebook out on desk.
- ☐ Immediately begin working on the Do Now.
- ☐ When the bell rings, you should be in your seat working.

#### **Adult Expectations:**

- ☐ Provide clear directions to students regarding where they are to sit.
- ☐ Make sure students know what they will need for class each day.
- ☐ Have Do Now posted in the same place every day.
- ☐ Use Do Now time to take attendance in PowerSchool.

### Procedure for Leaving the Room

#### **Going to the Bathroom or going to another location within the cluster**

#### **Student Expectations:**

- ☐ Use hand signal to indicate the need to use the bathroom.
- ☐ Wait for teacher to nod yes or no or hold up finger to indicate wait.
- ☐ Student puts sign out time on the teacher log sheet.

- ☐ Go directly to the bathroom or cluster destination and directly back to class.
- ☐ Sign back in on the teacher log sheet and return to your seat.
- ☐ Avoid requesting passes out of class the first 10 minutes of class or the last 10 minutes of class.

### Leaving the Cluster Area

#### **Student Expectations:**

- ☐ Use hand signal to indicate your request to the teacher.
- ☐ Wait for teacher to nod yes or no or hold up finger to indicate wait.
- ☐ Ask the teacher for permission to go to a specific location (i.e. Nurse, office or guidance)
- ☐ Log in time leaving and destination on your agenda passport.
- ☐ Teacher must initial your passport.
- ☐ Student puts sign out time and destination on the teacher log sheet.
- ☐ Go directly to your destination and back to class.
- ☐ Have adult initial your passport when you leave your destination and return to the classroom.
- ☐ Sign back in on the teacher log sheet and return to your seat.
- ☐ Avoid requesting passes out of class the first 10 minutes of class or the last 10 minutes of class.

#### **Adult Expectations:**

- ☐ Maintain an awareness of students who leave the classroom to use the bathroom or other location.
- ☐ Monitor the frequency of student bathroom visits and other transitions by checking in the teacher log sheet.
- ☐ Only allow one student at a time to be out of classroom.
- ☐ Respond to student hand signal by nod yes or no or hold up finger to indicate wait.
- ☐ Initial the student's passport when they leave the cluster area.
- ☐ All HMTCA staff will monitor their teacher log sheets.
- ☐ All students must sign out of the classroom using the teacher log sheet.
- ☐ The teacher log sheet should be the same place each and every time (a table near the door, their desk, etc.)

### End of Class Procedures

#### **Student Expectations:**

- ☐ Avoid requesting a pass out of class during the last 10 minutes of class.
- ☐ Wait for teacher to signal that it is time to end class.
- ☐ Pay attention to teacher's end of class instruction.
- ☐ Record or review homework assignment in agenda.
- ☐ Put away materials and gather your belongings.
- ☐ Leave NO trace.
- ☐ Wait for teacher to give directions to line up.



**Adult Expectations:**

- ☐ Signal to students five minutes prior to the end of class that class will transition to end of class procedure.
- ☐ Teacher provides opportunity for students to summarize the learning.
- ☐ HMTCA staff signals for student to line up and dismiss when the bell sounds.
- ☐ Teach bell to bell. (Students should not line up until the bell sounds.)

**Lining up to leave the classroom (6-8):****Student Expectations:**

- ☐ Wait to be told to line up.
- ☐ Gather materials you will bring with you. Bring agenda, notebooks, and textbooks.
- ☐ Quietly push in chair (if applicable) and walk to end of the line.
- ☐ Stand quietly in a straight line in the designated area.
- ☐ Wait to be dismissed from the classroom.

**Adult Expectations:**

- ☐ Signal students when it is time to line up.
- ☐ Designate area in room to line up.
- ☐ Stand at the doorway or designated spot in the cluster while students transition.

**Signals for Attention****Student Expectations:****Use classroom signal to get your teacher's attention.**

1. I have the answer OR I have a question – raised hand.
2. I need to use the bathroom – raised hand.
3. I need to sharpen my pencil – hold up the pencil;

**Leaving No Trace:**

1. Hold all trash until the opportunity arises for a trash break – teachers should monitor classroom trash.
2. Students should help clean up class...leaving no trace...before being dismissed to next class.

### Procedure for using SLANT

Remind students *how* to pay attention. What makes **SLANT** so great is that it doesn't assume kids know what to do in order to stay focused. Instead, it breaks down what exactly a person paying attention would do. Plus, it's a great little word to use when giving guidance, "Make sure you are SLANTing!"

*Sit up straight*

*Listen*

*Ask and answer questions*

*Nod your head*

*Track the speaker*

### Procedure for using Student Agenda (6-8):

#### **Student Expectations:**

- ☐ Bring your HMTCA agenda to Core and Encore class with you every day.
- ☐ Keep your agenda on your desk.
- ☐ Record all homework, projects, tests, quizzes or other due dates in your agenda.
- ☐ If you don't have any homework in a class, write None.
- ☐ At the end of each class, check to make sure you have all the information you need to complete your homework. If you don't know, ASK.

#### **Adult Expectations:**

- ☐ Homework should be posted in the same area of the classroom every day so students know where to find it.
- ☐ If students do not have their planner, they may use a blank planner page or notebook page.
- ☐ Keep what students write in agenda's brief.
- ☐ If assignment is long, give a handout with details or have students' record information in their notebooks.
- ☐ Highlight incomplete assignments.
- ☐ Write notes in the agenda to parents when necessary.
- ☐ Contact parents if the student is not completing assignments.

## HMTCA Cafeteria Procedures

### **Student Expectations:**

- ☐ Enter cafeteria quietly.
- ☐ Sit at your assigned table.
- ☐ Wait for an adult to call your table up to the lunch line.
- ☐ Stand in lunch line single file.
- ☐ Keep hands and feet to yourself.
- ☐ Touch only the food that you are buying.
- ☐ Get lunch and return to your seat.
- ☐ When finished, clean your area by throwing away your trash. Please remember to recycle.
- ☐ Leave NO trace.
- ☐ Return to seat.
- ☐ When an adult signals that it is time for recess or return to class:
  - Gather your belongings.
  - Wait quietly at the table until the adult dismisses the table.
  - Walk quietly back to class with your CORE/Encore teacher.

### **Adult Expectations:**

- ☐ Teacher will escort students from class to the HMTCA Cafeteria.
- ☐ Teacher will be respectful of the time when picking up students from cafeteria.
- ☐ Teachers will wait for Assistant Principal/Team Leader to dismiss students from their table before taking them from cafeteria.
- ☐ Core/Encore teachers will escort students from the Cafeteria to their classes.

## HMTCA Recess Procedures (6-8):

### **Student Expectations:**

- ☐ Exit and enter the building quietly.
- ☐ Keep hands and feet to yourself.
- ☐ When Assistant Principal /Team Leader signals that it is time to return to class.
  - Gather your belongings.
  - Line up and wait quietly until the teacher dismisses your line.
- ☐ Walk quietly back to class with your CORE/ENCORE teacher.
- ☐ All ball playing must be done on the grassy areas.

### **Adult Expectations:**

- ☐ Duration of recess **must not exceed 20 minutes** for any grade or on any day.
- ☐ Teacher will escort students to and from recess.
- ☐ Teachers will spread out in the courtyard to actively monitor students.

- ☐ Teacher will actively monitor student behaviors and interactions and correct inappropriate or unsafe behaviors.
- ☐ Teachers must supervise students playing ball. All ball playing must take place on the grass.

**Instruction****School Ceremonies and Observances**

The Board directs that an opportunity to say the Pledge of Allegiance shall be provided each school day. Participation in the recitation of the Pledge is voluntary.

Each school within the district shall provide time each school day for students to recite the Pledge of Allegiance. Such recitation is voluntary. If, because of some personal philosophy or belief, a student has made the personal decision not to recite the "Pledge," he/she may choose to stand and remain silent. Those students may wish to use this time to reflect. Non-participants are expected to maintain order and decorum appropriate to the school environment.

Legal Reference: Connecticut General Statutes

PA 02-119, An Act Concerning Bullying Behavior in Schools and  
Concerning the Pledge of Allegiance

Policy adopted: November 22, 2002  
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

## **Students**

### **Acceptable Use and Internet Safety Policy**

#### **Purpose**

Computers, computer networks, Internet access, and e-mail are effective and important technological resources in today's educational environment. The Board of Education has provided computers, local area (wired), and wireless networks and peripheral equipment that allow for Internet access, files and storage and an e-mail system (referred to collectively as "HPS Network"), in order to enhance both the educational opportunities for our students and the business operations of the district. These computer systems are business and educational tools. As such, they are made available to students in the district for education-related uses.

The Hartford Public Schools has and will continue to comply with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), "CIPA". The district is committed to assuring the safe conduct of all students while online and has a comprehensive policy about the proper use of our technological resources. At the beginning of each school year, students and staff are made aware of the district's Acceptable Use and Internet Safety Policy. In addition, each student must sign an Internet use agreement before they are allowed access to the Internet both when they enter the district and each time they are promoted to a new building. It is the district's intent to preserve network bandwidth and improve network response times by limiting Internet access to educational-related sites.

Hartford Public Schools will use the HPS Network as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The district's technology will enable students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work, and to take ownership of their lives. We will create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

#### **Scope**

The Board will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and online-bullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during use.

#### **HPS Network**

The HPS Network includes wired and wireless computers and peripheral equipment, files and storage, e-mail and Internet. The district reserves the right to prioritize the use of, and access to, the network.

All use of the HPS Network must support education and research and be consistent with the mission of the district. To the extent practical, steps shall be taken to promote the safety and security of users of the HPS online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Acceptable network use by district students includes:

- Creation of files, projects, videos, web pages and podcasts using network resources in support of educational purposes;
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support educational purposes;
- With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;

Unacceptable network use by district students includes but is not limited to:

- Accessing, uploading, downloading, storage and distribution of any personal files, including offensive, obscene, pornographic or sexually explicit material;
- Downloading, installation and use of games, audio files, video files or other applications (including shareware or freeware) without permission or approval from Metro Hartford Information Services;
- Personal gain, commercial solicitation and compensation of any kind;
- Non-educational uses of the HPS Network including, but not limited to games, wagering, gambling, junk mail, chain letters, jokes, private business activities, raffles, fundraisers, religious activities or political lobbying;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software, and monitoring tools;
- Using another person's account password, folder, work, or files;
- Using anonymous proxies to bypass content filtering tools;
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;

### **No Expectation of Privacy**

The district provides the network system, e-mail and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- The HPS Network;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and
- Any and all information transmitted or received in connection with network and e-mail use.

No student user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. As part of monitoring and reviewing, the district will retain the capacity to bypass any individual password of a student or other user. The system's security aspects, such as personal passwords and the message delete function for e-mail, can be bypassed for these purposes. The district's ability to monitor and review is not restricted or neutralized by these devices. The monitor and review process also includes oversight of Internet site access and of document downloading and printing.

### **Disciplinary Action**

Misuse of the computer systems, or violation of these policies, may result in loss of access to such computer systems as well as other disciplinary action, including suspension and/or expulsion, or involvement of law enforcement agencies, depending on specific violation.

## **Oversight**

The Administration shall develop regulations setting forth procedures to be used in an effort to ensure that such computer systems are used by students solely for education related purposes.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

### **Legal References:**

Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C. 254(h)

Conn. Gen. Stat. 53a-182b; 53a-183; 53a-250

Electronic Communications Privacy Act, 18 U.S.C. 2510 through 2520

No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. 6777

Protecting Children in the 21<sup>st</sup> Century Act, Pub. Law 110-385, codified at 47 U.S.C. 254(h)(5)(B)(iii).

Policy adopted: September 14, 1999

Policy updated: November 1, 2005

Policy revised: May 19, 2009

Policy revised: September 18, 2012

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

## **AGENDAS**

Each student is given an agenda at the beginning of the school year. The agenda is a means of assisting students in organizing their assignments. It is also an effective tool for communication between the teacher and the parent/guardian. All students and parents/guardian are expected to use the agenda daily. One-time replacement agendas are available at a cost of \$10.00.

## **Athletics**

### **Academic Eligibility Requirements for Participation in Sports**

- Must take at least 4 courses in each school semester
- Must have at least a C- (70) average with no more than one F
- Grades are checked at report card time
- We look at quarter grades for eligibility
- Once you are ruled ineligible, you are removed from the sport until the next report card
- For Fall Sports, we use the June report card plus any summer school grades
- New 9th graders entering high school have one quarter of eligibility. We use the November report card

as their first official look at eligibility.



## ATTENDANCE POLICY

Regular and punctual classroom attendance is the foundation upon which learning takes place. Students at HMTCA are expected to attend school daily. Every attempt should be made to **keep necessary appointments to after school, weekends and vacation periods**. When a parent/guardian determines that an absence is necessary, parents or legal guardians are requested to contact the school between the hours of 7:15 A.M. and 9:00 A.M. on the day of the absence. The telephone number is **860-695-7295**

### *D. Tardiness*

**The HMTCA school day begins at 8:15 A.M.** Students who are not in their first block class by 8:15 A.M. are considered tardy and must report to the main office.. Students reporting to class after the bell will be considered tardy by the instructor of the class. If a faculty or staff member detains a student, that faculty or staff member will provide student with pass.

A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action if the administrator determines that the tardiness is excessive. Tardies will be cumulative during the school year. The following guideline applies to tardiness:

- ◆ 3 unexcused tardies – after school detention, parent contact

## Students

### Attendance

Regular and punctual student attendance in school is essential to the educational process. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity.

The Board of Education requires that accurate records be kept of the attendance of each child. Students should not be absent from school without parental knowledge and consent. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control over the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent will adopt and maintain regulations to implement this policy.

The Board of Education shall follow the guidance adopted by the State Board of Education regarding “excused” and “unexcused” absences. The Superintendent shall report to the Board of Education a summary regarding attendance, each year in October, January, and June. A truancy summary report shall be provided to the Board annually.

[The Board of Education takes seriously the issue of chronic absenteeism. To address this issue, the Board of Education, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.](#)

#### Legal References:

[Connecticut General Statutes §10-220](#)  
[Connecticut General Statutes §10-184](#)  
[Connecticut General Statutes §10-186](#)  
[Connecticut General Statutes §10-198a](#)  
[Public Act 15-225, “An Act Concerning Chronic Absenteeism”](#)  
[Guidelines for Reporting Student Attendance in the Public School Information System \(Connecticut State Department of Education, January 2008\)](#)  
[Connecticut State Department of Education Circular Letter C-2, Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs \(August 4, 2009\)](#)  
[Connecticut State Board of Education Memorandum, Definitions of Excused and Unexcused Absences \(June 27, 2012\)](#)  
[Connecticut State Department of Education, Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention \(April 2013\)](#)

Policy adopted: September 14, 1999  
 Policy updated: November 1, 2005  
 Policy revised: June 18, 2013  
 Policy revised: January 19, 2016

HARTFORD PUBLIC SCHOOLS  
 Hartford, Connecticut

## Students

### Administrative Regulations Regarding Attendance and Chronic Absenteeism

#### I. Attendance and Truancy

##### A. Definitions for Section I

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Disciplinary Absences" - Absences that are the result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. "Excused-Absence" - A student's absence\* from school shall be considered excused if written documentation\*\* of the reason for the absence has been submitted within ten school days of the student's return to school- or if the child has been excluded from school in accordance with Section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and meets the following criteria:
  - a. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
  - b. For the tenth absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused for the following reasons:
    - 1) student illness verified by an appropriately licensed medical professional;
    - 2) student's observance of a religious holiday;
    - 3) funeral or death in the student's family, or other emergency beyond the control of the student's family;
    - 4) mandated court appearances (additional documentation required);

5) the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or

6) extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance and this regulation.

c. A student, age five to eighteen, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

6. "Student" - a student enrolled in the Hartford Public Schools.

7. "Truant" - is defined as a student age five to eighteen, inclusive, who has four (4) unexcused absences from school in one month or ten (10) unexcused absences in a school year.

8. "Unexcused Absences" - any absence from a regularly scheduled school day for at least one half of the school day, unless they-one of the following criteria is met:

A. the absence meets the definition for an excused absence (including documentation requirements); or

B. the absence meets the definition of a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

## **B. Written Documentation Requirements for Absences**

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. An incidence of absence is considered consecutive days of absence.

2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

3. For the student's 10th absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:

a. student illness:

(1) signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or

(2) signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.

b. religious holidays: none.

c. mandated court appearances:

(1) a police summons;

(2) a subpoena;

(3) a notice to appear;

(4) a signed note from a court official; or

(5) other official, written documentation of the legal requirement to appear in court.

d. funeral or death in the family, or other emergency beyond the control of the student's family: written document must explain the nature of the emergency.

e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.

f. lack of transportation that is normally provided by a district other than the one the student attends: none.

4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.

5. The Hartford Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.

6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If

documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

7. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language

### **C. Extraordinary Educational Opportunities**

1. To qualify as an extraordinary educational opportunity, the opportunity must:
  - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
  - b. be an opportunity not ordinarily available for this exemption;
  - c. be grade and developmentally appropriate; and
  - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. All requests for approval of extraordinary educational opportunities must:
  - a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
  - b. contain the signatures of both the parent/guardian and the student;
  - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
  - d. include additional documentation, where available, about the opportunity.
4. The building principal shall provide a response in writing and include the following:
  - a. either approval or denial of the request;
  - b. brief reason for any denial;
  - c. any requirements placed upon the student as a condition of approval;
  - d. the specific days approved as excused absences for the opportunity;
  - e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.

5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

#### **D. Truancy Exceptions:**

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student seventeen (17) years of age shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

#### **E. Readmission to School Following Voluntary Withdrawal**1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

#### **F. Determinations of Whether a Student is "In Attendance":**

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on

a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

#### **G. Administrative Procedures:**

1. Annually at the beginning of the school year and upon any enrollment during the school year, the administration shall notify the parent or other person having control of each child enrolled in the Hartford Public Schools the obligations of the parent or such other person regarding attendance policy and regulations.
2. Annually at the beginning of the school year and upon any enrollment during the school year, the administration shall obtain from the parent or other person having control of each child in a Hartford Public School a telephone number or other means of contacting such parent or such other person during the school day.
3. Each school shall implement a system of monitoring individual unexcused absences of students, which shall provide that whenever a student enrolled fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, a reasonable effort to notify, by telephone, the parent or such other person shall be made by school personnel. All parent outreach efforts must be documented. When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

4. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant, provided such meeting shall be held not later than ten school days after the child's fourth unexcused absence in a month or tenth unexcused absence in a school year. Notice and meetings must be in a language understandable to the parent.
5. If the parent or other person having control of a child who is a truant fails to attend the meeting or fails to cooperate with the school in attempting to solve the truancy



- problem, the superintendent of schools shall, within fifteen (15) calendar days of such failure, file for each such truant enrolled in the schools under his or her jurisdiction a written complaint with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that his family is a family with service needs.
6. When a student is truant, the superintendent or designee, shall coordinate services and/or referrals of children to community agencies that provide child and family services. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
  7. In addition to the procedures specified, a regular education student who is experiencing attendance problems shall be referred to the building intervention Student Study Team (i.e. SST, SAT) or other appropriate body, for review and assistance. The team will review the student's need for referral for a Planning and Placement Team (PPT) meeting. A special education student who is experiencing attendance problems must be referred for a PPT meeting for program review.
  8. If a family with service needs ("FWSN") petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.
    - a. For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team [or other appropriate school based team]. Upon completion of the evaluation of a regular education student, the Child Study Team [or other appropriate school based team] shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.
    - b. In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").

#### **H. Attendance Records**

- All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).

## **II. Chronic Absenteeism**

### **A. Definitions for Section II**

1. "Chronically absent child" - a child who is enrolled in a school under the jurisdiction of the Hartford Board of Education and whose total number of absences at any time

during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;

2. "Absence" - (a) an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations, or (b) an in-school suspension, as defined in section 10-233a of the general statutes, that is greater than or equal to one-half of a school day;
3. "District chronic absenteeism rate" - the total number of chronically absent children under the jurisdiction of the Hartford Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and
4. "School chronic absenteeism rate" - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

#### **B. Establishment of Attendance Review Teams**

If the Hartford Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Hartford Board of Education has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Hartford Board of Education has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Hartford Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

#### **C. Composition and Role of Attendance Review Teams**

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

#### **D. State Chronic Absenteeism Prevention and Intervention Plan**

The Hartford Board of Education and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

#### **III. Reports to the State Regarding Truancy Data**

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Regulations Revised: January 19, 2016

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

## Students

### Bullying Prevention and Intervention

The Hartford Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. 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 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, or teen dating violence, 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 the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. Causes physical or emotional harm to such student or damage to such student's property;
2. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. Creates a hostile environment at school for such student;
4. Infringes on the rights of such student at school; or
5. 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.

## Students

### Hazing

#### Bullying Prevention and Intervention (continued)

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.

For purposes of this policy, “Teen Dating Violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Consistent with the requirements under state law, the Hartford 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:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
3. 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;
4. 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 and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. 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;
6. Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;

**Students****Hazing****Bullying Prevention and Intervention** (continued)

7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. 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;
9. Require each school to invite the parents or guardians of a 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 policies and procedures in place to prevent further acts of bullying;
10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
11. 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;
12. 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;
13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. 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;
15. 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;
16. 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, 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, or (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;

## Students

### Hazing

#### Bullying Prevention and Intervention (continued)

17. 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; and
18. 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) and (10) (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 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.

The Hartford Board of Education shall submit its Safe School Climate Plan to the Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:	Connecticut State Statutes:	
	10-145a	Certificate of qualification. Specific components of teacher preparation programs
	10-145o	Teacher education and mentoring program. Administrator three-year plan. Instructional modules. Data system. Guidelines.
	10-220a	In-service training. Professional development committees
	10-222d	Policy on bullying behavior
	10-222g	Prevention and intervention strategy re: bullying
	10-222h	Analysis of bullying policies
	10-233a through 10-233f	re: suspension and expulsion
	Policy adopted:	February 4, 2003
	Policy revised:	June 17, 2008
		HARTFORD PUBLIC SCHOOLS
		Hartford, Connecticut
		May 19, 2009
		September 20, 2011
		June 21, 2016

**FORMS**

- Form B1 - Staff Form for Reporting Bullying Behavior
- Form B2 - Parent Form for Reporting Bullying Behavior
- Form B3 - Elementary Student Form for Reporting Bullying
- FORM B4 - Secondary Student [Grades 6-12] Form for Reporting Bullying Behavior



**Hartford Public Schools**  
**Staff Form for Reporting Bullying Behavior**

*Bullying Definition: Any overt acts by a student, or a group of students, directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, traveling to or from school, or at a school-sponsored activity which acts are repeated against the student over time.*

*This form should be filed in the Main Office and distributed to classroom teachers of all involved students.*

Name of Student (Target): \_\_\_\_\_ DOB \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Grade/Room \_\_\_\_\_

Reported by: Student (Target): \_\_\_\_\_ Bystander: \_\_\_\_\_ Adult: \_\_\_\_\_

Where Incident Occurred: \_\_\_\_\_

Description of Incident: \_\_\_\_\_

TARGET IS REQUESTING ANONYMITY: YES \_\_\_\_\_ NO \_\_\_\_\_

Behaviors: Check all that apply

- \_\_\_ Physical Intimidation or Assault
- \_\_\_ Extortion
- \_\_\_ Oral or Written Threats
- \_\_\_ Teasing/Putdowns/Name Calling
- \_\_\_ Threatening Looks, Gestures, Actions
- \_\_\_ Cruel Rumors, False Accusations
- \_\_\_ Social Isolation
- \_\_\_ Other: Describe \_\_\_\_\_

Are there immediate safety needs: Yes \_\_\_\_\_ No \_\_\_\_\_

**If yes, send student to office for prompt attention.**

Specific Concerns: Check all that apply

- \_\_\_ Physical Injury
- \_\_\_ Damaged Clothing
- \_\_\_ Fear of Retaliation
- \_\_\_ Severity of Bullying
- \_\_\_ Emotional Needs
- \_\_\_ Transportation: Describe: \_\_\_\_\_
- \_\_\_ Other: Describe \_\_\_\_\_

Form B1 Rev. 8/5/08

**Hartford Public Schools**

**Bullying Reporting Form**

**Page -2-**

Investigation (target, witnesses, alleged bully) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person/Team Investigating (Include Role) \_\_\_\_\_

Act of Bullying Verified:      Yes      \_\_\_\_\_      No      \_\_\_\_\_

Date entered into school log: \_\_\_\_\_

Intervention/Action Taken: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Disciplinary Action Taken: \_\_\_\_\_  
(Attach to Discipline Referral Form or Administrative Hearing Form)

Parent of bully notified: \_\_\_\_\_ Date: \_\_\_\_\_ By  
Whom \_\_\_\_\_

Parent of target notified: \_\_\_\_\_ Date: \_\_\_\_\_ By Whom: \_\_\_\_\_

Administrator's Name (Print) \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

**Hartford Public Schools**  
**Secondary Student [Grades 6-12] Form for Reporting Bullying Behavior**

***Bullying Definition: Any overt acts by a student, or a group of students, directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, traveling to or from school, or at a school-sponsored activity which acts are repeated against the student over time.***

***Report will be investigated no later than the end of the next school day and report to parent within 3 days.***

Name of Student (Target): \_\_\_\_\_  
DOB \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Tel/Cell: \_\_\_\_\_ Email: \_\_\_\_\_

Date of Report: \_\_\_\_\_ Date Received at School: \_\_\_\_\_

Full Name of Alleged Bully: \_\_\_\_\_ Grade: \_\_\_\_\_

***Give details of your concerns - dates, place, witnesses, etc. (Use back-side if necessary.)***

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**ANONYMOUS REPORT:**

***1. Please DO NOT use my name (signature)***

\_\_\_\_\_

***2. It is ok to use my name (signature)***

\_\_\_\_\_

**TO BE COMPLETED BY SCHOOL**

**Date Investigated:** \_\_\_\_\_ **By Whom:** \_\_\_\_\_

**Date Student/Parent Notified of Outcome:** \_\_\_\_\_ **By Whom:** \_\_\_\_\_

**Bullying Verified:** Yes \_\_\_\_\_ No \_\_\_\_\_

*Form B4 - Rev. 8/5/*

## *Cell Phone / Electronic Devices*

**Middle School Students must lock their phones in their lockers. Phones must remain in the locker until they leave the building to go home.**

**High School Students may carry their phones and must put them away during class time unless the teacher directs them to use their phone for a class activity. Students should not be permitted to charge their phones in the classroom.**

***The school is not responsible for any lost or stolen cell phones/electronic devices.***

**Students**

**5138.4**

### **Cell Phone/Electronic Devices**

#### **Background:**

Connecticut Public Act (PA 96-108) requires that schools ban remotely activated paging devices unless there is written permission from the principal, and gives schools the authority to restrict student possession or use of cell phones in school.

Hartford Public Schools has a specific policy, (#51.38.3) which was adopted in September 1999 and revised in November 2005 prohibiting the use of remotely activated paging devices. This policy emanates from the Safe Schools Act and is aimed at preventing drug exchanges and sales at school.

Hartford Public Schools also has a policy (#5131, section 24) which prohibits the possession and/or use of a cell phone, radio, walkman, beeper, walkie-talkie or other similar electronic device on school grounds or at school sponsored events. This policy would now include electronic devices such as iPods and iPhones. This policy is aimed at maintaining school order, protecting personal property and preventing disruptions to the instructional process.

Since cell phone use by students, as well as the use of other electronic devices, has become so common place in our society today, it has been recommended that a new policy that focuses on cell phone use be developed.

#### **Proposed Policy:**

The Hartford Board of Education recognizes that many students at all grade levels possess and bring cell phones, and other electronic devices, to school. These devices may include an iPod, iPhone, walkman, and other similar devices. It is recognized that parents may provide a cell phone to a student for safety or medical reasons. In consideration of the availability of electronic devices in our society, the Board will allow the possession of cell phones and other electronic devices at school, and school sponsored events, as follows:

## **Grades K-5**

Cell phones are permitted on school grounds and at school sponsored events but may not be used, heard or displayed during the school day. Other electronic devices are not permitted on school grounds or at school sponsored events.

## **Grades 6-12**

Cell phones and other electronic devices are permitted on school grounds and at school sponsored events but may not be used, heard or displayed during the school day.

### **Consequences:**

If a student violates this policy by using or displaying a cell phone or other electronic device in school during the school day, the consequences will be as follows:

### **Cell Phone/Electronic Devices Policy (cont.)**

1<sup>st</sup> Offense: Electronic device is confiscated by the administration until the end of the school day. Student will be given a warning.

2<sup>nd</sup> Offense: Electronic device is confiscated by the administration until a parent conference is held and the electronic device is returned to the parent. Student may receive a detention or other age-appropriate consequence.

3<sup>rd</sup> Offense: Electronic device is confiscated by administration until the end of the school year. A parent conference will be held. Student may be suspended or have other age-appropriate consequence administered.

Policy adopted: May 19, 2009

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

## ***CHEATING/PLAGIARISM***

*All forms of cheating are unacceptable. The misrepresentation by students of homework, class work, tests, reports, or other assignments as if the work were entirely their own shall be considered forms of cheating. Consequences of cheating shall be academic in nature as well as disciplinary.*

## Conduct and Discipline

### Student Discipline

#### I. Definitions

- A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.
- G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a

**"destructive device"** includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- K. **School Days** shall mean days when school is in session for students.
- L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

- O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.
- P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

## II. **Scope of the Student Discipline Policy**

### A. **Conduct on School Grounds or at a School-Sponsored Activity:**

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

### B. **Conduct off School Grounds:**

1. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section C.G.S. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.



**Students****Weapons and Dangerous Instruments**

Except as hereinafter noted, no weapons or dangerous instruments shall be permitted on any school premises, in, about or on school buses, nor at any school-sponsored activity, on or off school premises, except that police officers may carry weapons in performance of their duty. Further, weapons or dangerous instruments may be brought to school by persons licensed to carry such only when authorized by the principal when it pertains to an educational activity scheduled by the administration. In these instances the weapons must be cased, and the Superintendent's office must be informed prior to the event.

Legal Reference:      Connecticut General Statutes  
                              Sec. 53-206 Carrying and sale of dangerous  
                              weapons  
                              Sec. 29-38 Weapons in vehicles  
                              Penal Code 553a-3  
                              P.A. 88-237 Sale, Carrying and brandishing of  
                              facsimile firearms

Policy adopted: September 14, 1999  
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

**Students**

**Weapons\* and Dangerous Instruments\*\***

In those cases where a student has or is reported to have brought, possessed, exchanged, or used a weapon or dangerous instrument in school, on or awaiting a school bus, or at school-sponsored activities on or off school property, that student will be immediately referred to the principal or his/her designee. Upon referral the principal or designee will:

1. Investigate the referral. If a student possesses or is suspected to possess a weapon or dangerous instrument which by law requires (see policy re: Suspension and Expulsion), the principal or his/her designee will notify the police department before attempting to confiscate a firearm or weapons considered dangerous.
2. With the cooperation of the police, investigate and attempt to confiscate the mandatory weapon(s) or dangerous instrument(s) immediately.
3. Ask the student whether there are any other weapons or other dangerous instruments cached in or about the school grounds, e.g. in cars, and require that they be turned over to the principal or his/her designee.
4. Ask the student whether any other students are in possession of weapons or dangerous instruments. Act upon information received.
5. Contact the parent(s) or guardian(s) immediately, and ask the parent(s) or guardian(s) to come in for a conference.
6. Restrict the student to the office area under supervision until the parent(s) or guardian(s) can come to school.
7. Suspend the student if the parent(s) or guardian(s) cannot meet with the administration immediately.
8. In those cases where a weapon or dangerous instrument is used against another person, notify the police department and press charges.
9. Middle and High School Students
  - a. In any case where a student has been found to possess a weapon or dangerous instrument which by law requires a mandatory expulsion, follow the procedures outlined in the regulations for policy re Suspension and Expulsion.
  - b. If a student is found to possess a weapon or dangerous instrument which by law does not require a mandatory expulsion, the student will be suspended for a minimum of five (5) days. That suspension may be extended up to ten (10) days or may result in a recommendation for expulsion up to one calendar year based upon:

- Circumstances which existed at the time of the administration's knowing of the possession of a weapon.
  - Whether the weapon was exchanged, traded, or sold in school.
  - Whether the weapon was brought in to school for other than a benign intention.
  - Other circumstances that would raise the question as to whether or not the weapon was to be used in a threatening, intimidating, or harmful manner.
- c. In the case where any weapon or dangerous instrument is used, refer to policy and regulations re Suspension and Expulsion, and report the incident to the police.

#### 10. Elementary School Students

- a. In those cases where a student is found to possess a weapon or dangerous instrument which by law requires a mandatory expulsion, the principal will review the case with a team consisting of the child's teacher and Pupil Services' staff to assess the child's development age and determine whether or not the child was capable of understanding the severity of his/her actions and the ramifications of the weapons policy and regulations. If the child is deemed to be capable of understanding, he/she will be referred to the superintendent of schools for expulsion as demanded by law. The findings of the team will be utilized to determine the recommendation for the terms of the expulsion and/or suspension. If the child is deemed not capable, the administration will recommend a developmentally appropriate consequence.

## Students

### Weapons\* and Dangerous Instruments\*\*

- b. If a student is found to possess a weapon or dangerous instrument which does not by law require a mandatory expulsion, the student will be reprimanded by the school principal and given a developmentally appropriate consequence as determined by the principal, which could be suspension or expulsion, dependent upon the following factors:
    - Circumstances which existed at the time of the administration's knowing of the possession of a weapon.
    - Whether the weapon was exchanged, traded, or sold in school.
    - Whether the weapon was brought in to school for other than a benign intention.
    - Other circumstances that would raise the question as to whether or not the weapon was to be used in a threatening, intimidating, or harmful manner.
  - c. In the case where any weapon or dangerous instrument is used, appropriate disciplinary action is to be taken based on the developmental age of the child and the individual circumstances of the occurrence. In the case of use, such disciplinary action can include a recommendation for expulsion.
11. In a case where one student transports a weapon or dangerous instrument and gives it to another student, discipline both students per regulation, treating both as having committed the offense.
12. Inform students of this policy on an annual basis.

\* Actual or facsimile, operable or inoperable

\*\* A "dangerous instrument" means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a vehicle.

Regulation: September 14, 1999  
Regulation updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

## Students

### Drug and Alcohol Use By Students

#### Policy Statement

The Board is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in C.G.S. Section 21a-240, or alcohol on or off school property or during any school sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior.

#### Definitions

- (1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).
- (2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).
- (3) Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).
- (4) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).
- (5) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used,

intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. C.G.S. Section 21a-240(20)(A).

## Procedures

### (1) Emergencies.

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

### (2) Prescribed Medications.

The parent or guardian of any student who is required to take any prescribed medication during the school day shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student under the supervision of the school nurse or designee in accordance with C.G.S. Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Students taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee will be subject to the procedures for improper drug or alcohol use outlined in this policy.

### (3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

- (a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).
- (b) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by the student **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).
- (c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

- (d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.

(4) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student *from a source other than the student's confidential disclosure*, that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

- (a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.
- (b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was **not** obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.
- (c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must **immediately** report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if he/she has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(5) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol.

- (a) Any student in the Hartford Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or

alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes § 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy.

- (b) In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.
- (c) If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a controlled substance (as defined by Conn. Gen. Stat. § 21a-240(9), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stats. §§ 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with the Board's student discipline policy.
- (d) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
- (e) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.
- (f) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Legal References:

Connecticut General Statutes:

Section 10-154a	Sections 10-233a through 10-233f
Section 10-212a	Section 21a-240
Section 10-221	Section 21a-243
	Section 21a-408a through 408q

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HARTFORD PUBLIC SCHOOLS Policy  
Hartford, Connecticut



## **Student Attire**

### **1. Statement of Policy**

*It is the policy of the Hartford Board of Education to reasonably regulate the attire of students during the school day and during school-sponsored activities. To that end, all students in primary and secondary schools shall wear a school uniform. Further, in order to maintain an educational environment that is safe and conducive to the educational process, students in all grades shall abstain from wearing or possessing specified items during the school day.*

### **2. Statement of Purpose**

*The Hartford Board of Education has determined that reasonable regulation of school attire can further important educational interests, including:*

- a. *Reducing distraction and loss of self-esteem caused by teasing or competition over clothing;*
- b. *Minimizing disruption from wearing inappropriate clothing or possessing inappropriate items at school;*
- c. *Providing an environment where students can focus more on learning;*
- d. *Enhancing school safety by making it harder to conceal weapons or contraband;*
- e. *Enhancing school safety by helping teachers and administrators to identify individuals that are not enrolled in the school when they encounter them on school grounds;*
- f. *Enhancing school safety by prohibiting gang colors and paraphernalia;*
- g. *Reducing the cost of school clothing;*
- h. *Providing an educational environment where financial disparities between students, as reflected in clothing, are minimized;*
- i. *Creating a greater sense of community and school pride amongst the students;*
- j. *Instilling discipline in students;*
- k. *Helping students and parents to avoid peer pressure;*
- l. *Helping to prepare students for future roles in the professional workplace; and*
- m. *Creating an atmosphere reflecting seriousness of purpose about education.*

### **3. Administrator Responsibilities**

- a. *Principals will distribute to parents annually the names of all local uniform vendors who have confirmed that they have the capacity to provide the specifications of their uniforms, including cost.*
- b. *There shall be no sole source vendors of school uniforms. The superintendent, or designee, will send to the Board of Education annually, a list of all vendors that provide uniforms at each school.*
- c. *Changes to a school uniform or logo shall be approved by the School Governance Council. Principals will notify parents by March 1, of any school year, if all or part, of the school uniform will change for the following school year.*

- d. *Whenever possible, the Hartford Public Schools shall provide logos that can be sewed or ironed onto the uniforms that meet the requirements of this policy, at any school that elects to have a school uniform with a specific logo.*

#### **4. Parental Responsibility**

*It is the responsibility of parents/guardians to ensure that their child/children dress in conformity with the requirements of this policy. It is the recommendation of professional school personnel that parents/guardians hold their children to the highest standard in regards to school attire. Parents/guardians should support the Board's efforts to create a level playing field for all students in Hartford and eliminate distractions, disruptions and safety concerns relating to student attire. Parents/guardians should further support the Board's efforts to create a more serious educational environment that is conducive to learning and which helps to prepare Hartford's students for future success in the professional workplace.*

#### **5. Staff Responsibilities**

*School personnel, including substitutes, should serve as role models for proper attire in the educational setting. School personnel should ensure that all students adhere to the School Attire Policy. All personnel, particularly teachers and administrators, are encouraged to model their school's uniform in their own attire.*

#### **6. Clothing and Items Prohibited for All Grades, PK-12**

*In order to maintain an environment that is safe and conducive to the educational process, the Board of Education prohibits the wear of following for all grades in the Hartford Public School System during regular school hours:*

- a. *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.*
- b. *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.*
- c. *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.*
- d. *Head coverings of any kind, including but not limited to hats, caps, scarves, bandanas, curlers, masks, visors, kerchiefs, athletic sweatbands, 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.*
- e. *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.*

- f. *Coats, jackets, windbreakers, nylon pullovers, down vests, or other attire normally worn as outerwear. Such outerwear shall 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.*
- g. *Sunglasses, headphones, or other electronic devices not prescribed for educational purposes, or goggles, whether worn or carried.*
- h. *Skirts, shorts, skorts, dresses, or jumpers that are shorter than four (4) inches above the knee.*

**7. Mandatory School Uniform for Elementary School Students**

*The following Uniform Policy is mandatory for all students in Hartford elementary schools:*

*a. Boys' Uniforms.*

- (1) *Individual schools may choose an authorized color scheme for shirts and pants. Shirts must have a collar and may be button down, polo or turtleneck. Shirts must be tucked in at all times. Sleeves may be long or short. No tee shirts may be worn. Pants or shorts may be dress or "docker" style and must be worn or belted at the waist.*
- (2) *Shoes or sneakers with socks. Laces on shoes or sneakers must be tied. Footwear may not mar floors, cause excessive noise, or create a safety hazard.*
- (3) *Individual schools may choose additional colors and styles for sweaters, blazers and vests.*
- (4) *Gym Day Attire: Students may wear sweats to school on scheduled gym day. Individual schools may choose authorized additional gym attire.*
- (5) *Backpacks and/or book bags are permitted, but shall not obstruct safe passage in the classroom or in the corridors.*

*b. Girls' Uniforms.*

- (1) *Individual schools may choose an authorized color scheme for blouses, jumpers, skirts, pants or knee-length shorts. Blouses must have a collar and may be button down, polo or turtleneck. Blouses must be tucked in at all times. Sleeves may be long or short. No tee shirts may be worn. If pants or shorts are worn, they must be "dress" or "docker" style and must be worn or belted at the waist.*
- (2) *Shoes or sneakers with socks or tights. Laces on shoes or sneakers must be tied. Footwear may not mar floors, cause excessive noise, or create a safety hazard.*
- (3) *Individual schools may choose additional colors and styles for sweaters, blazers and vests.*
- (4) *Gym Day Attire: Students may wear sweats to school on scheduled gym day. Sweats must reflect the color of the school uniform. Individual schools may choose authorized additional gym attire.*
- (5) *Backpacks and/or book bags are permitted, but shall not obstruct safe passage in the classroom or in the corridors.*

*c. Compliance.*

- (1) *All students are required to adhere to their school's uniform and are expected to attend classes in a complete uniform. For financial and emergency reasons schools should maintain a supply of uniforms which students may borrow, to enable all students to attend class. Principal discretion may be used in unique situations.*

**8. Mandatory School Uniform for Secondary School Students**

*At the point of inception, Independent Secondary Schools and Academies will designate complete uniforms reflective of their mission, career theme and/or post-secondary education focus in a single color scheme. Dress uniforms or blazers and ties are required for upper classmen and women (grades 11-12) participating in internships.*

*All students are required to adhere to the required attire and are expected to attend classes in a complete uniform. For financial and emergency reasons schools shall maintain uniform components that students may borrow to ensure that all students may attend class. Principal discretion may be used in unique situations.*

**9. Exceptions for Designated Days or Events.**

*Each school principal may periodically designate specific days or events (i.e. school picnic, field day, or spirit week) during which deviations from the approved uniform will be permitted, provided the principal determines that such exceptions will facilitate the event, promote school spirit, or otherwise serve an educational interest.*

**10. Religious and Health Accommodations.**

*Where the bona fide religious beliefs or health needs of a student conflict with the school attire policy, the schools will provide reasonable accommodation. Any parent or student desiring accommodation shall notify their school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy. The superintendent shall develop procedures for the verification of religious and health exemptions.*

**11. Clothing Assistance.**

*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. Any student, for whom compliance with the school attire policy poses a bona fide financial burden, may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need. School principals or their designees shall assist families in financial need to obtain clothing that complies with the school attire policy. In meeting requests for assistance, principals or their designees shall consider community resources such as clothing or financial donations from corporations, members of the community, local businesses, parent organizations, and charitable organizations; clothing discounts from local merchants; and providing additional time for a student to obtain clothing that complies with the School Attire Policy. Where other resources or accommodations are inadequate, a principal may submit a request for assistance to the Assistant Superintendent of Schools. The Assistant Superintendent or his/her designee shall ensure that necessary clothing or*

*financial assistance is provided to the principal, who in turn shall address the clothing needs of the student.*

**12. Accommodation of Free Expression**

*An item of approved clothing containing an expressive message is permitted. For example, a small button supporting a political candidate may be worn. However, expressive items are prohibited if, in the reasonable judgment of school officials, they may tend to disrupt or interfere with educational interests. For example, racist messages, sexist messages, gang insignia, messages promoting drug or alcohol abuse, and profane or pornographic messages or images are prohibited. Also prohibited during the school day are items of clothing that undermine the integrity of required attire, such as a windbreaker that contains expressive writing.*

**13. Administrative Review.**

*Any student who believes that their school has not reasonably accommodated his or her bona fide religious, health or financial needs or right of free expression, may submit a written objection on their own or through their parents/guardians to the school's principal. The principal shall respond in writing to the student and his or her parents/guardians within fourteen (14) days. Any student or parent/guardian dissatisfied with the principal's response may submit a written appeal to the Hartford Public Schools Board of Education. The Board or its designee may request such additional information from the school, the student, and/or the parents/guardians as it deems necessary. The Board or its designee shall issue a written decision on the appeal within twenty-one (21) days.*

*Legal Reference: Connecticut General Statute Section 10-221f (1996) (“[a] local or regional board of education may specify a school uniform for students under its jurisdiction.”).*

*Policy Number 5131.1(a), Students, Dress and Grooming, School Uniforms is rescinded.  
Policy Number 5140(a), Student Dress, adopted 9/14/99 and updated 11/1/05 is rescinded.  
Policy Number 5140, Hartford Public Schools School Attire Policy dated 6/6/06 is rescinded.  
Policy Number 5140, Hartford Public Schools School Attire Policy dated 7/11/06 is revised.  
Policy Number 5140, Hartford Public Schools School Attire Policy dated 6/13/08 is revised.  
Policy Number 5140, Hartford Public Schools School Attire Policy dated 8/19/08 is adopted.  
Policy Number 5140, Hartford Public Schools School Attire Policy dated 12/21/10 is revised.*

*Revised: January 15, 2013*

*HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut*

## **Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Hartford Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Hartford Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Hartford Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Hartford Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the end of September of 2016.

Hartford Public Schools has designated the following information as directory information:

- |  |  |
|--|--|
| • Student's name                                 | <i>Behind Act of 2001 (P.L. 107-110), the</i>              |
| • Address  | <i>education bill, and 10 U.S.C. 503, as amended</i>       |
| • Telephone listing                              | <i>by section 544, the <b>National Defense</b></i>         |
| • Electronic mail address                        | <i>Authorization Act for Fiscal Year 2002 (P.L. 107-</i>   |
| • Photograph                                     | <i>107), the legislation that provides funding for the</i> |
| • Date of birth                                  | <i>Nation's armed forces</i>                               |
| • Dates of attendance                            |  |
| • Grade level                                    |  |
| • The most recent school attended                |  |
| • Participation in activities and sports         |  |
| • Weight and height of members of athletic teams |  |
| • Degrees, honors, and awards received           |  |

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<sup>1</sup> These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the *No Child Left*

### **FIELD TRIPS**

Field trips may be scheduled for educational, cultural, or extracurricular purposes. **FIELD TRIPS ARE A PRIVILEGE, NOT A RIGHT.** The administrators may prevent any student whose behavior is considered detrimental to the well-being of other students from participation. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity.

### **FIRE DRILLS**

Fire drills are conducted at regular intervals as required by state law. It is a serious part of our school life. Learning how to act during fire drills could possibly mean the difference between life and death should there ever be a real fire. When the alarm sounds, students are to proceed along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given. The most important rules to remember are:

- ◆ **FOLLOW THE TEACHER’S DIRECTIONS.**
- ◆ **NO TALKING OR HORSEPLAY DURING THE DRILL.**

**Failure to follow the rules during a fire drill will result in disciplinary action.**

### **FOOD SERVICES**

The Hartford Public School System participates in the National School Lunch Program/School Breakfast Program. Breakfast and lunch are served every school day. Menus are posted on the HMTCA website.

**Students****Food Allergies and/or Glycogen Storage Disease**

The Hartford Public Schools recognize that food allergies and glycogen storage disease may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, the Hartford Public Schools adopt the following guidelines related to the management of life threatening food allergies and glycogen storage disease for students enrolled in district schools.

**I. Identifying Students with Life-Threatening Food Allergies and/or Glycogen Storage Disease**

Early identification of students with life-threatening food allergies and/or glycogen storage disease (GSD) is important. The district therefore encourages parents/guardians of children with a life-threatening food allergy to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of children with GSD to notify the school of the disease, providing as much medical documentation about the type of GSD, nature of the disease, and current treatment of the student.

**II. Individualized Health Care Plans and Emergency Care Plans**

1. If the district obtains medical documentation that a child has a life-threatening food allergy or GSD, the district shall develop an individualized health care plan (IHCP) for the child. Each IHCP should contain information relevant to the child's participation in school activities, and should attempt to strike a balance between individual, school and community needs, while fostering normal development of the child.
2. The IHCP should be developed by a group of individuals, which shall include the parents, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self care and age



appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with GSD, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:

- a. classroom environment, including allergy free considerations, or allowing the student with GSD to have food/dietary supplements when needed;
  - b. cafeteria safety;
  - c. participation in school nutrition programs;
  - d. snacks, birthdays and other celebrations;
  - e. alternatives to food rewards or incentives;
  - f. hand-washing;
  - g. location of emergency medication;
  - h. who will provide emergency and routine care in school;
  - i. risk management during lunch and recess times;
  - j. special events;
  - k. field trips, fire drills and lockdowns;
  - l. extracurricular activities;
  - m. school transportation;
  - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
  - o. staff notification, including substitutes, and training; and
  - p. transitions to new classrooms, grades and/or buildings.
4. The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
  5. For a student with GSD, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with GSD on school grounds during the school day.
  6. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:
    - a. The child's name and other identifying information, such as date of birth, grade and photo;
    - b. The child's specific allergy;

- c. The child's signs and symptoms of an allergic reaction;
  - d. The medication, if any, or other treatment to be administered in the event of exposure;
  - e. The location and storage of the medication;
  - f. Who will administer the medication (including self-administration options, as appropriate);
  - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
  - h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
  - i. Emergency contact information for the parents/family and medical provider.
7. In addition to the IHCP, the district shall also develop an ECP for each child identified as having GSD. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD, the ECP should include the following information:
- a. The child's name and other identifying information, such as date of birth, grade and photo;
  - b. Information about the disease or disease specific information (i.e. type of GSD);
  - c. The child's signs and symptoms of an adverse reaction (such as hypoglycemia);;
  - d. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (i.e. Glycogen)
  - e. The location and storage of the medication;
  - f. Who will administer the medication (including self-administration options, as appropriate);
  - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
  - h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
  - i. Emergency contact information for the parents/family and medical provider.
8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.
9. A student identified as having a life-threatening food allergy or GSD is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under Section 504 of the Rehabilitation Act

of 1973 (“Section 504”), or the Individuals with Disabilities Education Act (“IDEA”).

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district’s policies and procedures regarding the administration of medications to students.
11. Whenever appropriate, a student with a life-threatening food allergy and/or GSD should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a physical or mental impairment that substantially limits one or more major life activities, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies and/or GSD should be referred to a PPT for consideration of eligibility for special education and related services under the IDEA, if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.
12. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student’s needs on an individualized, case-by-case basis.

### **III. Training/Education**

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life threatening food allergies and GSD. Such training may include an overview of life-threatening food allergies and GSD; prevention strategies; IHCPs and ECPs; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (i.e. epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD, and what to do in the event of an emergency. Staff training and education will be coordinated by **[insert name of appropriate administrator/school nurse]**. Any such training regarding the administration of medication shall be done accordance with state law and Board policy.
2. Each school within the district shall also provide age-appropriate information to students about food allergies and GSD, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school’s policies regarding food and/or snacks.

#### **IV. Prevention**

Each school within the district will develop appropriate practices to minimize the risk of exposure to life threatening allergens and the risks associated with GSD. Practices that may be considered may include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations.
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia.
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

#### **V. Communication**

1. As described above, the school nurse shall be responsible for coordinating the communication between parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition and/or GSD. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their child's classroom or school.
4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
5. The district shall make the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease available on the Board's website.
6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

## **VI. Monitoring the District's Plan and Procedures**

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy or GSD to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease.

### Legal References:

#### State Law/Regulations/Guidance

- |  |  |
|--|--|
| Conn. Gen. Stat. § 10-212a                               | Administration of Medications in Schools   |
| Conn. Gen. Stat. § 10-212c                               | Life-threatening food allergies: Guidelines; district plans  |
| Conn. Gen. Stat. § 10-220i                               | Transportation of students carrying cartridge injectors  |
| Conn. Gen. Stat. § 10-231c                               | Pesticide applications at schools without an integrated pest management plan.  |
| Conn. Gen. Stat. § 19a-900                               | Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.  |
| Conn. Gen. Stat. § 52-557b                               | "Good Samaritan law." Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render. |
| Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 | Administration of Medication by School Personnel   |

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

#### Federal Law:

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.  
The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

Policy adopted: November 8, 2006  
Policy revised: June 21, 2016

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

*The Board shall not prohibit the giving of gifts to teachers at Christmas or other times of the year. However, students shall be discouraged from giving presents to teachers. If a student does present a personal gift to a teacher, there should be no group display of it. If the teacher's attention is called to a desire of students to exchange gifts among themselves, a modest limit shall be set.*

*All employees of the Hartford public schools are subject to the City of Hartford's Code of Ethics, as it may be amended from time to time.*

***Gifts between Students and Teachers***

*Gifts between students and teachers shall be discouraged.*

*(cf. 3230-Gifts, Grants and Bequests)*

*(cf. 9270-Conflict of Interest)*

*Legal Reference:           Municipal Code, Chapter 2, Section 2-206  
                                  Connecticut General Statutes  
                                  7-479 Conflicts of interest.*

*Policy adopted: November 4, 1998*

*Policy updated: October 5, 2004*

***HARTFORD PUBLIC SCHOOLS***

***Hartford, Connecticut***

## **GRADING POLICY AND HONOR ROLL CRITERIA (middle school)**

*The grading framework for academic core classes was developed to ensure consistency by grade and subject.*

### **Academic Core Grading Framework**

70% Performance

30% Effort and Productivity

### **Encore Grading Framework**

50% Performance

50% Effort and Productivity

### **Grading Scale**

Score	Grade
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

#### **Honor Roll Criteria:**

##### **Honors:**

To attain honors, a student must have an 85 average, with no grade below 73.

##### **High Honor Roll:**

To attain high honors, a student must have a 93 average, with no grade below 83.

##### **Special Note for Eighth Graders**

Eighth grade students are required to complete four team projects throughout the year. The projects are due at the end of each quarter. These projects are graded and the grade is noted on each report card. The grades for the project are NOT calculated as part of a student's average, BUT they are considered when determining whether a student earns honor roll status. Example: John has an average of 88 but his project grade is 70. John will NOT earn honor roll status because he has a grade less than a 73 on his report card.

6146

## **Instruction Grading**

*The district shall establish a consistent, fair, objective and meaningful system to communicate the academic profile of student(s) to families and other approved institutions.*

*Report cards combined with scheduled parent-teacher conferences, and other forms of communication promote a process of continuous evaluation of student performance and communication regarding student achievement. Achievement is defined as performance measured against Common Core State Standards (adopted by CT State Dept of Ed July 2010) and other national and state standards and outcomes. This will provide students, teachers and parents with a clear understanding of what students are expected to learn. Achievement of the standards will be the measure in the process of evaluating student performance.*

*A grade weighting/class ranking system of grade point average (GPA) shall be in place for the high schools and shall be included with all student transcripts sent to higher education institutions.*

### **Legal Reference:**

*Connecticut General Statutes*

*Sec. 10-220g Policy on weighted grading for honors and advanced placement classes.*

*Policy adopted: November 1, 2005*

*Revised: September 17, 2013*

**HARTFORD PUBLIC SCHOOLS**

*Hartford, Connecticut*

**Instruction****Grading – Administrative Regulations**

*Student academic achievement shall be evaluated, recorded and reported each marking period. Students, parents/guardians and appropriate school personnel will be informed of the student's progress.*

*The district will utilize technology assisted systems to produce grade reports.*

*The 4-point model is the approved configuration for grading beginning in the 2014-2015 school year.*

**4-point numeric system**

A+	A	B+	B	C+	C	D+	D	F / Incomplete
4.0	4.0	3.3	3.0	2.3	2.0	1.3	1.0	0

*Courses are available for students at three levels of academic challenge. Students are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.*

*A grade weighting system shall be implemented for the high schools in accordance with the guidelines set forth and published annually in the parent/student handbook.*

*Each marking period a student will receive a letter grade (A-F). The letter grade communicates the level of achievement of current content standards*

*This grade along with the course “weight” is used to determine the student’s Grade Point Average. At the end of the school year, a final GPA is computed from the final grade point average of each course.*

**Weighted Scale**

	A+	A	B+	B	C+	C	D+	D
*AP/ECE/DE	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5
Honors	4.75	4.25	3.75	3.25	2.75	2.25	1.75	1.25
College Prep	4.0	4.0	3.5	3.0	2.5	2.0	1.5	1.0

*\*Advanced Placement/Early College Experience/ Dual Enrollment*



***Instruction******Grading – Administrative Regulations (continued)******Un-weighted Scale***

	<i>A+</i>	<i>A</i>	<i>B+</i>	<i>B</i>	<i>C+</i>	<i>C</i>	<i>D+</i>	<i>D</i>
<i>Un-weighted</i>	<i>4.0</i>	<i>4.0</i>	<i>3.3</i>	<i>3.0</i>	<i>2.3</i>	<i>2.0</i>	<i>1.3</i>	<i>1.0</i>

*Both the weighted and the un-weighted scale appear on the student transcript.*

*The weighted scale is used to determine class rank.*

*Revised: September 17, 2013*

*Hartford Public Schools  
Hartford, Connecticut*

## Instruction

### Graduation Requirements

**NOTE:** On May 20, 2014, the Hartford Board of Education approved a revised Graduation Requirements Policy 6140(a) effective for the graduating class of 2020. The current Graduation Requirements Policy 6140(a) approved on June 17, 2008 will remain in effect through the graduating class of 2019, however updated administrative regulations will be written to support the transition from the current policy to the new policy that applies to the graduating classes 2015-2019.

### Purpose

The Board of Education will provide all students with high quality distinctive high schools in which students can attain a Hartford Public School high school diploma that reflects a standards-based college-ready curriculum designed to meet the high educational outcomes of the State of Connecticut and prepare all students to be competitive candidates for entrance into a four-year college program.

### Research-based High School Models

In order to support students in meeting the graduation requirements for entry and success in post-secondary education each of our high schools will meet the research-based requirements for effective urban high schools based on Rigor, Relationships and Relevance

- Rigor: core, college-ready curriculum; variation of time and support
- Relationship: small size: 400-600; sustained teacher/student relationships
- Relevance: integrated theme or specialization; relevant, high interest, course content

### Rigor

#### College-Ready Preparation

To be competitive for post-secondary study, students must have solid preparation in English, Math, Science, History, World Language and the Arts.

#### Course Levels

All high school courses are designated as college readiness or Honors level courses.

#### College Credits

All high schools will offer opportunities for students to earn college credits through Advanced Placement courses, Dual Enrollment (high school and college credit) courses, and/or through articulation agreements that allow students to take courses at a college campus. Schools in the goal range of the district matrix have the autonomy to design their programs, as they see fit, to meet this level of rigor.

### Relationships

#### Small Learning Community

All students experience the supportive nature of a small school where staff and students know one another well and students develop a strong sense of belonging to their school community

### Relevance

### Unique Learning Opportunities

Student learning plans will be developed in each high school to provide students with an in-depth study of a particular area of focus that is related to potential college majors and/or careers.

### The Capstone Experience (1 credit, required)

The purpose of the Capstone Experience is to provide all high school seniors the opportunity to apply the knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other research task in an area of particular interest to the student.

## **Minimum Diploma Requirements**

Required Courses	
English	4 Credits (English I & II; Literature & Composition I & II)
Math*	3 Credits (including Algebra I, Geometry, Algebra II)
Science	3 Credits (including Biology, Chemistry lab)
History	3 Credits (including 1.0 U.S. History, 1.0 International Studies, .5 Civics, .5 Geography)
Visual and Performing Arts	2 Credits
World Language	2 Credits
Physical Education	1.5 Credit
Health, Nutrition & Wellness	.5 Credit
School Thematic Courses	4 Credits
Capstone Experience	1 Credit
<b>Total Credits:</b>	<b>24 Credits</b>

\* Students will be required to take four years of mathematics

In order to support students in meeting the graduation requirements for entry and success in post-secondary education the appropriate curricular and instructional supports will be provided to students

## **Curricular Support**

Students will be supported by a clear and viable curriculum that outlines the necessary essential skills and knowledge needed to earn credit for every core and theme-based course. Instructional supports will be targeted to the individual needs of students.

## **Time Support**

Students will be given increased time to meet curriculum requirements through extended year, extended day and/or additional time at a given grade level

### Core Curriculum Completion and Credit

- All core courses (English, Math, Science, History, World Language) will include clearly defined learning objectives aligned with State Standards (when applicable).
- Course completion and credit will be dependent upon the demonstration of mastery of the essential learning objectives for each course.
- District unit assessments designed to measure these essential learning objectives will be required for course completion.

- Students will receive timely instructional support to master the essential learning objectives
- Students will have multiple opportunities to demonstrate mastery of the essential learning objectives
- Schools with an overall school index in the goal range will be required to take the district's end-of-course assessments

#### Theme-based Curriculum Completion and Credit

- All theme-based courses will include clearly defined learning objectives
- Course completion will be dependent upon the demonstration of mastery of the essential learning objectives for each course.
- School-designed assessments to measure mastery of the essential learning objectives will be required for course completion and credit.
- Students will receive timely instructional support to master the essential learning objectives
- Students will have multiple opportunities to demonstrate mastery of the essential learning objectives

#### Credits

- Course credits will be awarded at the end of each semester. If a student is taking a year-long, one credit course, and completes the first semester successfully the student will be awarded the earned .5 credits at the end of that semester.
- As part of the course selection process students will be given the opportunity to obtain course credit by demonstrating mastery on the end-of-course assessment in lieu of seat time requirements.

#### Grade Promotion Requirements

- Students attending a high school with a lower and upper school will meet the Certificate of Initial Mastery requirements of the lower school in order to be promoted to the upper school.
- Students attending a Grade Nine Academy will complete 5.5 credits including successful completion of Algebra I and Freshman English in order to attend a thematic-based academy.

#### **CAPT Completion for Graduation Requirements**

In order to receive a high school diploma, students must score at the proficient level or above, in each portion of the CAPT (Reading across the disciplines, Writing across the disciplines, Math, Science.)

Students who do not reach proficiency in any of the four areas after the first administration of the CAPT in grade 10 must re-take those sections for which they did not meet proficiency in grade 11.

Students in grade 12 who have not meet proficiency in any of the four CAPT areas must demonstrate proficiency in those areas through alternative measures as listed below:

##### Alternative Measures for Reading across the Disciplines

1. Achieve a score at the 50<sup>th</sup> percentile or higher on a related section of the SAT I /II or ACT.
2. Demonstrate mastery on end-of-course English I & II assessments.

##### Alternative Measures for Writing across the Disciplines

1. Achieve a score at the 50<sup>th</sup> percentile or higher on a related section of the SAT I /II or ACT.
2. Demonstrate mastery on end-of-course Literature and Composition I & II assessments.

#### Alternative Measures for Math

1. Achieve a score at the 50<sup>th</sup> percentile or higher on a related section of the SAT I/II or ACT.
2. Demonstrate mastery on all required math end-of-course assessments.

#### Alternative Measures for Science

1. Achieve a score at the 50<sup>th</sup> percentile or higher on a related section of the SAT I/ II or ACT.
2. Demonstrate mastery on all required science end-of-course assessments.

#### Parent and Student Notification

Students and parents must be notified in writing of the student's progress on all end-of-course assessments by the end of each year the student is enrolled in high school.

Students and parents must be notified in writing of the student's progress on the CAPT and the student's need to re-take any portions of the CAPT by September 30th of the student's grade 11 year.

Students and parents must be notified in writing of the student's progress on the CAPT and the student's need to meet the CAPT requirement using an alternative measure by September 30th of the student's grade 12 year.

#### Course of Study

To ensure that students have a personalized plan of study that meets graduation requirements, each student will develop a *Course of Study* plan with his/her counselor during the freshman year. This plan will be reviewed annually.

#### Special Education

Special Education students may meet these requirements through modifications and adaptations as prescribed in the student Individualized Education Plan.

#### English Language Learners (ELL)

ELL students who enter a Hartford High School and will have enrolled in U.S. school(s) totaling 10 months or more by their intended date of graduation will be expected to achieve HPS graduation requirements.

ELL students who enter a Hartford High School in their senior year and who will have enrolled in U.S. school(s) totaling fewer than 10 months by their intended date of graduation will be referred to an ELL Review Team in order to determine individual expectations for demonstrating performance standards for graduation.

#### Timeline

The Board directs the Superintendent to implement the High School Graduation criteria above beginning with the entering high school Freshman Class of 2008-2009, which will be the graduating Class of 2012.

## Graduation Requirements (continued)

### Grading

Each marking period a student will receive a letter grade (A-F). This grade along with the course “weight” is used to determine the student’s Grade Point Average. “Honors” courses will be weighted .25 and courses designated as “Advanced Placement” will be weighted .5 higher than college level (1.0) courses. Academic honors are determined by the G.P.A. at the end of each marking period. At the end of the school year, a final G.P.A. is computed from the final grade point average of each course.

	<b>A+</b>	<b>A</b>	<b>B+</b>	<b>B</b>	<b>C+</b>	<b>C</b>	<b>D+</b>	<b>D</b>
<b>Advanced Placement</b>	<b>5.0</b>	<b>4.5</b>	<b>4.0</b>	<b>3.5</b>	<b>3.0</b>	<b>2.5</b>	<b>2.0</b>	<b>1.5</b>
<b>Honors I</b>	<b>4.75</b>	<b>4.25</b>	<b>3.75</b>	<b>3.25</b>	<b>2.75</b>	<b>2.25</b>	<b>1.75</b>	<b>1.25</b>
<b>College level</b>	<b>4.5</b>	<b>4.0</b>	<b>3.5</b>	<b>3.0</b>	<b>2.5</b>	<b>2.0</b>	<b>1.5</b>	<b>1.0</b>

High Honors: 4.0 and above

Honors: 3.0-3.99

*The Hartford Public Schools Graduation Policy meets the expectations set forth by the Connecticut State Department of Education. Furthermore, the Hartford Public Schools adheres to national, state, and local non-discrimination policies. In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, all educational programs and activities of the Hartford Board of Education will be offered without regard to race, color, national origin, sex or handicap.*

Policy revised: June 17, 2008

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

## *Instruction*

### *Graduation Requirements*

**NOTE:** On May 20, 2014, the Hartford Board of Education approved a revised Graduation Requirements Policy 6140(a) effective for the graduating class of 2021. The current Graduation Requirements Policy 6140(a) approved on June 17, 2008 will remain in effect through the graduating class of 2020, however updated administrative regulations will be written to support the transition from the current policy to the new policy that applies to the graduating classes 2017-2020.

### **Purpose**

The Board of Education will provide all students with high quality distinctive high schools in which students can attain a Hartford Public School high school diploma that reflects a standards-based college-ready curriculum designed to meet the high educational outcomes of the State of Connecticut and prepare all students to be competitive candidates for entrance into a four-year college program.

### **Course Levels**

All high school graduation requirement courses are designated as college preparatory, honors, or \*AP/ECE/DE.

\*Advanced Placement/Early College Experience/Dual Enrollment

### **College Credits**

All high schools will offer opportunities for students to earn college credits through Advanced Placement courses, Dual Enrollment (high school and college credit) courses, ECE (Early College Experience), and/or through articulation agreements that allow students to take courses at a college campus. Schools in the goal range of the district matrix have the autonomy to design their programs to meet this level of rigor.

### **Capstone Experience (1 credit, required)**

The purpose of the Capstone Experience is to provide all high school seniors the opportunity to apply the knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other demonstration project in an area of particular interest to the student.

**Minimum Diploma Requirements**

<b>Required Courses*</b>		
<b>Humanities (11.0 Credits)</b>		
Area	Credits	Requirements
English	4 Credits	2.0 English I & II; 2.0 Literature & Composition I & II
Social Studies	3 Credits	1.0 American History; 0.5 Civics and American Government; 1.0 World History <b>or</b> International Studies; 0.5 Social Studies Elective
World Language	2 Credits	2.0 World Language
Fine Arts	1 Credit	1.0 Fine Arts Elective
Humanities	1 Credit	1.0 Humanities Elective
<b>STEM Courses (8 Credits)</b>		
Area	Credits	Requirements
Math	4 Credits	1.0 Algebra I; 1.0 Geometry; 1.0 Algebra II <b>or</b> Probability & Statistics; and 1.0 Math Elective
Science	3 Credits	1.0 Biology with Lab; 1.0 Chemistry with Lab; 1.0 Science Elective
STEM	1 Credit	1.0 STEM Elective
<b>Career and Life Skills (3.5 Credits)</b>		
Area	Credits	Requirements
Physical Education	1 Credit	1.0 Physical Education
Health/Safety	0.5 Credit	0.5 Health and Safety Education
Career & Life Skills	2 Credits	2.0 Career & Life Skills Elective
<b>Additional Requirements (2.5 Credits)</b>		
Area	Credits	Requirements
Course Electives	1.5 Credits	1.5 School Thematic Courses <b>or</b> Open Electives
Capstone	1 Credit	1.0 Capstone Senior Demonstration or Equivalent
<b>Total Credits Required</b>		<b>25 Credits</b>

\* Or equivalent substitution course(s)

In order to support students in meeting the graduation requirements for entry and success in post-secondary education, the appropriate curricular and instructional supports will be provided to students.

**Curricular Support**

All graduation requirement (or equivalent) courses will include clearly defined learning objectives aligned with Common Core and/or State Standards (when applicable).

Adequate student supports and remedial services will be targeted to the individual needs of students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements or end of year course examinations. Students will have multiple opportunities to demonstrate mastery of the essential learning objectives.



**Student Success Plan**

State mandated Student Success Plans will be developed in Grade 6 and continued through Grade 12 to provide in-depth support in the process of assisting students in goals for academic growth, career exploration and planning, and personal-social/emotional growth.

**Credits**

Credit or part of a credit toward high school graduation will be granted for the following:

1. Successful completion of a course taken in grades nine to twelve as stipulated in subsection (f) of section 10-221a of the general statutes (Effective July 1, 2013) that defines a credit as not less than the equivalent of a forty-five minute class period for each school day of a school year,
2. Credit or part of a credit earned at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited as stipulated in subsection (g) of section 10-221a of the general statutes (Effective July 1, 2010) that defines a three-credit semester course, or its equivalent, at such institution equal to one-half credit toward high school graduation,
3. Through successful completion of online coursework, provided that the Hartford Board of Education has adopted an on-line coursework policy and the course is in accordance with the policy,
4. Through the demonstration of course mastery based on competency and performance standards,
5. Through the successful completion of any course in grades seven or eight that corresponds directly to the subject matter of a specified course requirement in grades nine to twelve and the student has demonstrated mastery on the corresponding high school level end-of-course assessment,
6. Through successful completion of a world language course in grades six, seven, or eight through online coursework or coursework completed privately through a nonprofit provider, and the student has demonstrated a passing grade on an examination prescribed by the Commissioner of Education for which up to four credits may be awarded, and/or
7. Through achievement of a passing grade on a subject proficiency examination identified and approved by the Commissioner of Education.
8. Through the completion of not less than fifty hours of actual service performed outside of the regular school day in connection with a planned community service learning project supervised by a certified school administrator or teacher and supplemented by not less than ten hours of related classroom instruction, for which 0.5 elective credit may be awarded. In Hartford Public Schools, a student may only participate in this option once.

### **State Mandated Assessments**

- Students will meet any participation and proficiency requirements specified by the State Department of Education for mandated assessments.
- Students are required to pass the following end of year examinations: Algebra I, Geometry, Biology, American History, and Grade 10 English (English II)
- Students who have received a failing score, as determined by the Commissioner of Education, on an end of year exam will be allowed to take an alternate form of the exam.

### **Parent and Student Notification**

Students and parents must be notified in writing of the student's performance on state mandated assessments.

### **Special Education**

Special Education students may meet these requirements through modifications and adaptations as prescribed in the student Individualized Education Plan.

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

ELL students who enter a Hartford High School and will have enrolled in U.S. school(s) totaling 10 months or more by their intended date of graduation will be expected to achieve HPS graduation requirements.

ELL students who enter a Hartford High School in their senior year and who will have enrolled in U.S. school(s) totaling fewer than 10 months by their intended date of graduation will be referred to an ELL Review Team in order to determine individual expectations for demonstrating performance standards for graduation.

### **Timeline**

The Board directs the Superintendent to implement these high school graduation requirements beginning with the graduating Class of 2021.

*The Hartford Public Schools Graduation Policy meets the expectations set forth by the Connecticut State Department of Education. Furthermore, the Hartford Public Schools adheres to national, state, and local non-discrimination policies. In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, all educational programs and activities of the Hartford Board of Education will be offered without regard to race, color, national origin, sex or handicap.*

Policy adopted: January 4, 2000  
 Policy revised: August 27, 2002  
 Policy revised: November 1, 2005  
 Policy updated: June 17, 2008  
 Policy revised: May 20, 2014  
 Policy updated: March 21, 2017 (changing effective date from 2020 to 2021)

HARTFORD PUBLIC SCHOOLS  
 Hartford, Connecticut

## **Students**

### **Promotion, Retention, Intervention Policy**

The Hartford Public School System is dedicated to the continuous academic, social, emotional and physical development of all students. The school system will provide qualified staff with a well articulated curriculum where students are expected to achieve acceptable performance standards at each grade level. These standards are determined by the Hartford Public Schools taking into consideration the benchmarks set by the Connecticut State Department of Education.

The promotion of students will be directly related to their demonstrated proficiency or developmentally appropriate progress toward achieving performance standards. In an effort to support all students, an emphasis should be placed on the early identification of students who are experiencing difficulty academically and providing those students with the appropriate supports and supplemental services. Each school will be responsible for providing supports and supplemental services to each child who is not demonstrating proficiency in achieving these performance standards through the use of Scientific Based Researched Interventions (SRBI). SRBI is defined as an instructional approach that focuses on assessing current and on-going academic and behavioral performance and responding with targeted, appropriate instruction and supports.

The decision to retain a student is made by a team that includes the principal, teacher/s, support staff, and the parent or guardian of the student. The decision to retain a student should be made only when the appropriate interventions have been utilized, and all other alternatives to retention have been considered.

If the team decision is to retain the student, a developmentally appropriate academic intervention plan must be developed and implemented to meet the student's individual needs. Student progress must be monitored by the team throughout the plan implementation.

The Promotion, Retention, Intervention Administrative Regulations will be reviewed annually from date of implementation to ensure alignment with the Connecticut Core Standards and current educational research.

Legal Reference: Connecticut General Statutes 10-221(b) and 10-223(a)

Policy adopted: March 2, 1999  
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

**Policy revised: June 17, 2014**

## **HARASSMENT**

*It is the policy of the Hartford Board of Education that all faculty, staff, students, parents and all other members of the school community treat each other with dignity and respect. All are entitled to freedom from any kind of personal harassment. No form of harassment will be tolerated whether related to race, gender, color, religious creed, national origin, age, sex, sexual orientation, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to performance.*

### **A. Sexual Harassment**

**5163.1**

*Sexual harassment will not be tolerated among students of the school district. It is the policy of the board of education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students, and to the public.*

#### Definition

*Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to: insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student; or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.*

#### Procedure

*It is the express policy of the board of education to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to the appropriate personnel or the principal or his/her designee. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation which occur as a result of the good faith reporting of charges of sexual harassment will result in disciplinary action against the retaliator.*

*The school district will provide staff development for district administrators and will periodically distribute its policy and grievance procedures to staff and students in an effort to maintain an environment free of sexual harassment.*

*Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).  
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on  
Current Issues of Sexual Harassment, effective 10/15/88.  
Title IX of the Education Amendments of 1972, 34 CFR Section 106.  
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)  
Connecticut General Statutes 46a-60 Discriminatory employment practices  
prohibited.*

*Constitution of the State of Connecticut, Article I, Section 20.*

*Sexual harassment is prohibited in the school system. Sexual harassment can occur when, but is not limited to:*

- 1. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.*
- 2. The conduct has the purpose or effect of having a negative effect upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.*
- 3. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding services, honors, programs, or activities available at or through the educational institution.*
- 4. Suggestive or obscene letters, notes, invitations, slurs, jokes, epithets, or gestures, derogatory comments, assault, touching, impeding or blocking movement, leering, display of sexually suggestive objects, pictures or cartoons.*
- 5. Continuing to express sexual interest after being informed that the interest is unwelcome.*
- 6. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of students, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid, work study job).*
- 7. Inappropriate attention of a sexual nature from peer(s), i.e. student to student, employee to employee.*

*Complaint Procedure*

- 1. Any complaint must be initiated within 180 days from the date one knew or should have known the alleged harassment took place.*
- 2. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.*
- 3. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the principal, or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.*
- 4. The complaint should state the:*
  - a. Name of the complainant,*
  - b. Date of the complaint,*

- c. Date of the alleged harassment,*
  - d. Name or names of the harasser or harassers,*
  - e. Location where such harassment occurred,*
  - f. Detailed statement of the circumstances constituting the alleged harassment.*
- 5. Any student who makes an oral complaint of harassment to any of the above-mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure.*
  - 6. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.*
  - 7. All complaints are to be forwarded immediately to the principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the superintendent. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.*
  - 8. If possible, within five (5) working days of receipt of the complaint, the principal, designee or Title IX Coordinator shall commence an effective, thorough, objective, and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.*
  - 9. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter.*
  - 10. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Title IX Coordinator, or, if he or she conducted the investigation, the superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment. The Title IX Coordinator or superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Title IX Coordinator or superintendent shall respond to the complainant, in writing, as soon as possible.*
  - 11. If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include appropriate intervention, reassignment, transfer, or disciplinary action.*

*The harasser and any other students or employees, if appropriate, will be informed that appropriate action shall be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate action shall be taken.*

*Copies of this regulation will be distributed to all students.*

### **Title IX Coordinator**

*The Title IX Coordinator for the Hartford Board of Education is the Assistant Superintendent for Student Support Services whose office is located at 153 Market Street and whose telephone number is 297-8430*

*Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).  
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on  
Current Issues of Sexual Harassment, effective 10/15/88.  
Title IX of the Education Amendments of 1972, 34 CFR Section 106.  
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)  
Connecticut General Statutes 46a-60 Discriminatory employment practices  
prohibited.  
Constitution of the State of Connecticut, Article I, Section 20.*

*Regulation adopted: September 14, 1999*

**HARTFORD PUBLIC SCHOOLS**

*Regulation updated: November 1, 2005*

*Hartford, Connecticut*

### **B. Hazing**

*Hazing of students or staff will not be tolerated. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any student organization.*

### **Harassment Complaints**

*Procedures for Reporting Harassment:*

*Reports relating to staff/student or student/student harassment may be made to any central office or school authority figure, the school social worker, the Title IX Coordinator for Hartford Public Schools, or to the Connecticut Commission on Human Rights and Opportunities (860) 541-3400, or the US Office of Civil Rights, JW McCormack Post Office and Court House, Rm. 701, Boston MA 02109 (617) 223-9662. While there is a Harassment Formal Complaint Form available to staff and students to file complaints, reports may be made verbally or in writing.*

*Upon receipt of any report or other information concerning a potential violation of the Board of Education anti-harassment policy by any person, the school site harassment team will conduct an investigation and send its findings to the Central Harassment Team.*

*If any member of the school site team is a potential witness or violator, the Central Team may do the investigation. The Central Office Team shall then issue a finding, which shall be shared with the complainant.*

## ***Hartford Public Schools Policy/Regulation 5163(a)***

*It is the policy of the Hartford Board of Education that all faculty, staff and students, parents and all other members of the school community treat each other with dignity and respect. All are entitled to freedoms from any kind of personal harassment. No form of harassment will be tolerated whether related to race, gender, color, religious creed, national origin, age, sex, sexual orientation, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to performance.*

### ***Definitions***

*Harassment is defined as unwelcome discriminatory behavior toward an individual or individuals on the basis of race, gender, color, religious creed, national origin, age, sex, sexual orientation, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to performance when:*

- Submission to such conduct is made either explicitly or implicitly a term or condition of school accommodations or of employment.*
- Submission to or rejection of such conduct is used as a basis for education or employment decisions affecting the individual.*
- Such conduct has the purpose or effect of unreasonably interfering with an individual's school or work performance or creating an intimidating, hostile, or offensive school or work environment.*

*Forms of harassment may include spoken and/or written remarks, symbols, caricatures, physical contact, gestures and innuendo, the display of posters, book covers, T-shirts or other items that contain images or words that can be interpreted as harassing.*

*No form of harassment will be tolerated in the Hartford Public Schools.*

*All reported incidents of harassment will be promptly and thoroughly investigated. Any person, including student, employees, visitors and vendors engaged in an action or continuing harassment will be subject to appropriate disciplinary action, up to and including expulsion or termination of employment. The Hartford Public School System will also discipline any individual who retaliates against any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to a harassment complaint. Other members of the school community are within the jurisdiction of this policy and are subject to its terms.*

*Legal Reference            42 USC, s2000(e), (Title VII)  
                                     29 CFR, s1004.11 (EEOC Guidelines on Sexual Harassment)  
                                     Connecticut General Statutes 46a-60(8)*

*Policy adopted: July 6, 1999  
Policy updated: November 1, 2005*

***HARTFORD PUBLIC SCHOOLS***  
***Hartford, Connecticut***



### ***Reporting Procedure***

*The principal or other department head shall issue a report to the superintendent or his/her designee, including the Central Harassment Prevention Team, once a year in June. This report should include:*

- *Planned programs for the following school year outlining how and when staff and student training will take place, along with any other planned anti-harassment activities or initiatives.*
- *A summation of activities conducted the previous year pertaining to initiatives implemented to train teachers, students, parents, and staff.*
- *A description of how issues relating to harassment are being implemented in the curriculum.*
- *A summation of the number of complaints received and the actions taken for resolution (mediation, disciplinary action, etc.)*

### ***Central Harassment Prevention Team***

*The superintendent shall appoint a Central Harassment Prevention Team to assume primary responsibility for initially addressing reports of harassment in violation of this policy and making recommendations to the appropriate school principal for remedial action in the case of student violators, or to the superintendent in the case of staff and other non-student violators, including vendors and visitors. The Central Team shall also be responsible to reviewing the reports issued by each school and making suggestions and/or recommendations regarding policy implementation at each school site as needed. This will insure uniformity in school policies and procedures throughout the system.*

*The Central Team shall consist of at least the following:*

- *Director of Human Resources and his/her designee*
- *Title IX Coordinator*
- *Assistant Superintendent for Support Services and his/her designee*
- *At least one school principal*
- *At least one school guidance counselor or social worker*

**Hartford Board of Education  
Sexual Harassment Report Form**

Complainant \_\_\_\_\_

Home Address \_\_\_\_\_

Work Address \_\_\_\_\_

***The Hartford Board of Education maintains a firm policy prohibiting all forms of discrimination based on sex. All employees and students are to be treated with respect and dignity. Sexual advances or other forms of personal harassment as set forth in more detail in the Hartford Board of Education Sexual Harassment Policy will not be tolerated under any circumstances.***

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Date of Alleged Incident(s) \_\_\_\_\_

Name of Person You Believe Sexually Harassed You \_\_\_\_\_

List of Any Witnesses \_\_\_\_\_

Where Did Incident Occur? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Describe the incident(s) as clearly as possible, including such things as: what force or physical contact, if any, was used, any verbal statements such as threats, requests, demands, etc., what response(s) did you give; attach additional pages if more space is needed.***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*This complaint is filed based on my honest belief that \_\_\_\_\_ has sexually harassed me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief*

Complainant Signature \_\_\_\_\_

Date \_\_\_\_\_

Received by \_\_\_\_\_

Date \_\_\_\_\_

## **HEALTH SERVICES**

*The school health office is designed to provide care to students who become ill or are injured while in school. Before going to see the nurse, a pass must be given by a staff member. Any questions, concerns or pertinent health information that may keep a student from doing his/her best in school, should be shared with the schools nurse immediately. To be excused from full or partial participation in any part of the regular school program will require an administrator's approval and/or a note from a medical doctor.*

### **Administration of Medication**

*A parent or legal guardian should contact the school nurse if a student requires medication during the school day. Special forms, available from the school nurse, are required to permit the administration of medicine in school. All medication must be in the original container with proper labels.*

### **Students**

#### **Administration Of Student Medications In The Schools**

#### Definitions

1. Administration of medication means the direct application of a medication by inhalation, ingestion, or by any other means to the body of a person.
2. Authorized prescriber means a physician, dentist, advanced practice registered nurse or physician assistant.
3. Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.
4. Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.
5. Error means: (1) the failure to do any of the following as ordered:
  - a. administer a medication to a student;
  - b. administer medication within the time designated by the prescribing physician;
  - c. administer the specific medication prescribed for a student;
  - d. administer the correct dosage of medication;
  - e. administer medication by the proper route; and/or
  - f. administer the medication according to generally accepted standards of practice; or
 (2) administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student.

6. Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.
7. Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.
8. Medication Emergency means an untoward reaction of a student to a medication.
9. Medication order means the authorization by an authorized prescriber for the administration of medication to a student during school hours for no longer than the current academic year.
10. Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.
11. Principal means the administrator in the school.
12. School means any educational facility or program which is under the jurisdiction of the Board.
13. School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.
14. Self administration of medication means that a student is able to identify and select the appropriate medication by size, color, amount, or other label identification; knows the frequency and time of day for which the medication is ordered; and consumes the medication appropriately.
15. Teacher means a person employed full time by Board who has met the minimum standards as established by Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.
16. Administration of medication means the direct application of a medication by inhalation, ingestion, or by any other means to the body of a person.
17. Authorized prescriber means a physician, dentist, advanced practice registered nurse or physician assistant.
18. Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.
19. Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.
20. Error means: (1) the failure to do any of the following as ordered:
  - g. administer a medication to a student;
  - h. administer medication within the time designated by the prescribing physician;
  - i. administer the specific medication prescribed for a student;
  - j. administer the correct dosage of medication;
  - k. administer medication by the proper route; and/or
  - l. administer the medication according to generally accepted standards of practice; or

(2) *administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student.*

21. *Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.*
22. *Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.*
23. *Medication Emergency means an untoward reaction of a student to a medication.*
24. *Medication order means the authorization by an authorized prescriber for the administration of medication to a student during school hours for no longer than the current academic year.*
25. *Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.*
26. *Principal means the administrator in the school.*
27. *School means any educational facility or program which is under the jurisdiction of the Board.*
28. *School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.*
29. *Self administration of medication means that a student is able to identify and select the appropriate medication by size, color, amount, or other label identification; knows the frequency and time of day for which the medication is ordered; and consumes the medication appropriately.*
30. *Teacher means a person employed full time by Board who has met the minimum standards as established by Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.*

#### General Policies On Administration of Medications

1. *No medication, including non-prescription drugs, may be administered by any school personnel without:  
a. the written medication order of an authorized prescriber; and  
b. the written authorization of the student's parent or guardian.*
2. *Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.*
3. *Medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse:  
a. in the case of oral, topical, or inhalant medications, a principal or a teacher who has been properly trained to administer such medications to students;*

- b. *in the case of injectable medications, a principal or a teacher, but only when a student suffers a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death;*
- 4. *No medication, including non-prescription drugs, may be administered by any school personnel without:*
  - c. *the written medication order of an authorized prescriber; and,*
  - d. *the written authorization of the student's parent or guardian.*
- 5. *Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.*
- 6. *Medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse:*
  - c. *in the case of oral, topical, or inhalant medications, a principal or a teacher who has been properly trained to administer such medications to students;*
  - d. *students who are able to self administer medication, provided;*
    - i. *an authorized prescriber provides a written order for such self administration;*
    - ii. *there is a written authorization from the student's parent or guardian;*
    - iii. *the school nurse has evaluated the situation and deemed it safe and appropriate, has documented this in the student's cumulative health record, and has developed a plan for general supervision;*
    - iv. *the principal and appropriate teachers are informed the student is self administering prescribed medication;*
    - v. *such medication is transported to school and maintained under the student's control in accordance with this policy.*

### ***Documentation and Record Keeping***

- 1. *Each school where medications are administered shall maintain a medication administration record for each student who receives medication during school hours. This record shall include the following information:*
  - a. *the name of the student;*
  - b. *the name of the medication;*
  - c. *the dosage of the medication;*
  - d. *the route of the administration, (i.e., oral, topical, inhalant, etc.);*
  - e. *the frequency of administration;*
  - f. *the name of the authorized prescriber;*
  - g. *the date on which the medication was ordered;*
  - h. *the quantity received at school;*
  - i. *the date the medication is to be reordered (if any);*
  - j. *any student allergies to food and/or medication(s);*
  - k. *the date and time of each administration or omission, including the reason for any omission;*
  - l. *the dose or amount of each medication administered; and,*
  - m. *the full legal signature of the nurse, principal or teacher administering the medication.*
- 2. *All records are to be made in ink, and shall not be altered.*
- 3. *Written orders of authorized prescribers, written authorizations of parent or guardian, and the completed medication administration record for each student shall be filed in the student's cumulative health record.*

4. *Authorized prescribers may make verbal orders, including telephone orders, for a change in medication. Such verbal orders may be received only by a school nurse and must be followed by a written order within three (3) school days.*
5. *Medication administration records will be made available to the Connecticut Department of Public Health upon its request.*

### ***Errors In Medication Administration***

1. *Whenever any error in medication administration occurs, the following procedures shall apply:*
  - a. *the person making the error in medication administration shall immediately implement the medication emergency procedures in this Policy if necessary, and shall immediately notify the school nurse and the authorized prescriber;*
  - b. *the person making the error in medication administration shall thereafter notify the principal (if the principal was not the person who made the error);*
  - c. *the principal shall notify the Superintendent of the Superintendent's designee, who shall thereafter notify the student's parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s).*
2. *A report shall be completed using the authorized accident/incident report form.*
3. *Any error in the administration of medication shall be documented in the student's cumulative health record.*

### ***Medication Emergency Procedures***

1. *Whenever a student has an untoward reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.*
2. *Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:*
  - a. *use of the 911 emergency response system;*
  - b. *application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;*
  - c. *contact with a poison control center; and*
  - d. *transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.*
3. *As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.*

### Supervision

1. *The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.*
2. *The school nurse's duty of general supervision includes, but is not limited to the following:*
  - a. *availability on a regularly scheduled basis to:*
    - i. *review orders or changes in orders, and communicate these to personnel designated to give administer medication for appropriate follow-up;*
    - ii. *set up a plan and schedule to ensure medications are given;*
    - iii. *provide training to licensed nursing personnel, principals and teachers in the administration of medications;*
    - iv. *support and assist other licensed nursing personnel, principals and teachers to prepare for and implement their responsibilities related to the administration of specific medications during school hours; and,*
    - v. *provide consultation by telephone or other means of telecommunications.*
  - b. *in addition, the school nurse shall be responsible for:*
    - i. *implementing policies and procedures regarding the receipt, storage, and administration of medications;*
    - ii. *reviewing, on a monthly basis, all documentation pertaining to the administration of medications for students;*
    - iii. *performing work-site observation of medication administration by teachers and principals who have been newly trained to administer medications; and,*
    - iv. *conducting periodic reviews, as needed, with licensed nursing personnel, principals and teachers, regarding the needs of any student receiving medication.*

### **Training of School Personnel**

1. *Principals and teachers who are designated to administer medications shall receive training in their safe administration, and only trained principals and teachers shall be allowed to administer medications.*
2. *Training for principals and teachers shall include, but is not necessarily limited to the following:*
  - a. *the procedures for administration of medications, the safe handling and storage of medications, and the required record-keeping;*
  - b. *the medication needs of specific students, medication idiosyncrasies and desired effects, potential side effects or untoward reactions.*
3. *The Board shall maintain, and annually update, a list of principals and teachers who have been trained in the administration of medications pursuant to this Policy.*
4. *The Board shall provide for an annual review and informational update for principals and teachers trained in administration of medications.*



### ***Handling, Storage and Disposal of Medications***

- 1. All medications, except those approved for transporting by students for self medication must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school. The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.*
- 2. All medications, except those approved for keeping by students for self medication, shall be kept in a designated and locked location, used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.*
- 3. Access to stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of such authorized persons.*
- 4. All medications, prescription and non prescription, shall be stored in their original containers and in such a manner that renders them safe and effective.*
- 5. Medications that must be refrigerated shall be stored in a refrigerator, at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit.*
- 6. All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian, or with the permission of the parent or guardian, destroyed.*
- 7. Non controlled drugs shall be destroyed in the presence of at least one witness. Controlled drugs shall be destroyed in accordance with Part 1307.21 of the Code of Federal Regulations, or by surrendering them to the Commissioner of the Department of Consumer Protection.*
- 8. In no event shall a school store more than a forty-five (45) day supply of a medication for a student.*

*Legal References:*           *Connecticut General Statutes:*  
                                  *Section 10-206*  
                                  *Section 10-212*  
                                  *Section 10-212a*  
                                  *Section 21a-240*  
                                  *Regulations of Conn. State Agencies:*  
                                  *Sections 10-212a-1 through 10-212a-7, inclusive*  
                                  *Code of Federal Regulations:*  
                                  *Title 21 Part 1307.21*

*Policy adopted: September 14, 1999*  
*Policy updated: November 1, 2005*

***HARTFORD PUBLIC SCHOOLS***  
***Hartford, Connecticut***

### ***Allergens***

*Due to the large number of students with serious food allergies, no food containing peanuts or other nuts are allowed in classrooms. Please discuss this with your child in order to help us keep our students as safe as possible.*

## ***HOMEWORK POLICY***

**6127**

### **Instruction**

### **Homework**

**It is the policy of the Board of Education to ensure that all students comply with the homework requirements imposed by the school in which the child is enrolled. It is also the policy of the Board of Education that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade.**

**The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.**

**Legal Reference: Connecticut General Statutes §10-221(b)**

**Policy adopted: January 4, 2000**

**HARTFORD PUBLIC SCHOOLS**

**Policy updated: November 2, 2005**

**HartfoR-6127(a)**

### **Homework/Make-Up Work**

**Homework is an important part of a child's school experience from elementary school through high school. The program of homework is geared closely to the developing maturity of children throughout the grades and their increasing ability to profit from independent study. It is, therefore, important for him/her to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is a steady increase in the amount of homework expected of pupils from the elementary grades through the senior high school.**

**The educational value of homework assignments depends, to a large extent, on the independent study skills that the youngster has acquired. Beyond the control of the school,**

but still very important, are the conditions provided in the home whereby the pupil is encouraged to work independently and to do the best possible job with the assignment at hand. A quiet, secluded spot and an encouraging attitude on the part of the parent will be major factors in the effectiveness with which a child undertakes the task of homework assignments.

Homework during a pupil's school experiences includes many kinds of learning activities. Two types are essential to an adequate program:

1. **Short-Term assignments** are to be completed by the following day. They are intended to reinforce academic learning which have been presented in class. They frequently involve specified reading or drill and practice exercises. Specified reading includes preparation of reports. Topics of mastery and practice exercises provide practical application of this material.
2. **Long-Term assignments** are spread over a number of days or weeks. This type is outlined and explained in school to be completed outside of class hours. Long-term assignments include such school activities as: social studies research, science projects, creative writing, extended reading.

Homework, to be educationally meaningful, should serve some or all of the following purposes:

1. **Encourage the student to think and search for new ideas.**
2. **Help the student to develop self-direction, self-reliance, a sense of responsibility, and the ability to make decisions.**
3. **Broaden the student's experience for increased class contribution.**
4. **Reinforce school learning by providing practice and application.**

The homework policy provides for a planned sequence during the course of a child's total school experience. There are four stages in the sequence during which assigned school work is adapted to the maturity and achievement level of the pupils: primary, intermediate, middle and senior high school.

### **Elementary School**

Pupils in elementary school are grouped within classes for specific instructional purposes. A variety of materials and techniques is used to meet the needs of individual children. Therefore, the same homework assignment can seldom be given at the same time to all children in a class. Homework will vary with the needs of the small groups or individual pupils. Independent study skills, the groundwork for success in homework, should be taught in school.

### **Middle School**

Homework in grades six through eight becomes the responsibility of several teachers in the various subject areas. Each teacher has the responsibility for setting reasonable limits on the requirements for preparation beyond class time. This should be done in cooperation with other teachers.

All homework is designed to extend learning experiences and to stimulate pupils to study independently. It is recognized that pupils work at different rates and with varying degrees of efficiency. These factors are considered when assignments are made.

Class time is provided for supervised study to insure thorough understanding of assignments and efficient work habits. Scheduled study periods during the school day provide time for additional preparation. Time at home should be set aside for the completion of assigned work.

### **Senior High School**

The amount of outside preparation required increases markedly at the senior high school level, particularly for the college bound student. The ability to work successfully without supervision is one of the most important attributes a student can offer in his/her candidacy for

college acceptance. Independent study by means of both short-term and long-term assignments becomes a valuable preparation for the more rigorous requirements of the curriculum at college.

Each academic subject calls for an average preparation time of approximately one hour outside the class period. This time estimate is for the average student, but does not imply that assignments are or should be the same for all pupils.

Teachers, in making homework assignments, will bear in mind that the foregoing time requirements include the total time allotted for both the short-term everyday type of assignment as well as the long-term type of assignment required in several subject areas. Teachers should consider the possibility of reductions in daily assignments when demands for long-term assignments are heaviest.

Regulation: January 4, 2000

HARTFORD PUBLIC SCHOOLS

Regulation updated: November 1, 2005

Hartford, Connecticut

## ***INCLEMENT WEATHER PROCEDURES***

### Important Information about Transportation this Winter

Winter weather will soon be upon us, and the inclement weather procedure for transportation through the Regional School Choice Office is different than the procedure for most school districts. As a result, it is important that all families understand the procedure outlined below.

You can learn about school delays and closing information from the radio, television, or you can find the information on the Internet at [www.wvit.com](http://www.wvit.com). You should also check the “Inclement Weather Postings” section of the CREC Transportation website, [www.crec.org/transportation/earlyclosing](http://www.crec.org/transportation/earlyclosing) [www.wfsb.com](http://www.wfsb.com) and

When there is inclement weather, CREC Transportation’s customer service center will answer emergency calls. On these days, it is not unusual to wait longer for assistance given the high volume of calls. CREC can serve you better if your calls are for true emergencies, severe bus delays, or buses that didn’t arrive.

Regional School Choice Office Inclement Weather Scenarios Status of Your Child’s School	Status of Your Town’s Schools	Transportation Status for Your child	Comments and Exceptions
Your child’s school is closed	N/A	No transportation provided	
Your child’s school is open	Your town’s schools are closed	No transportation provided by CREC	You may provide transportation for your child to and from school
Your child’s school has a delayed opening	Your town’s schools are open	Transportation will be delayed	
Your child’s school opens at its regular time	Your town’s schools have a delayed opening	Transportation will be delayed	The transportation delay may be later than your town’s opening if the bus makes multiple stops (Please see the examples below.)*

It is important to know your child’s bus route. If your child rides a bus that serves multiple towns, the bus operates on the schedule of the town with the longest delay. Bus route information can be found at [www.crec.org/transportation](http://www.crec.org/transportation).

\*Example: If children from Bloomfield and Windsor are brought to HMTCA in Hartford on one bus and Hartford Public Schools is starting school on time, Bloomfield has a two-hour delay, and Windsor has a 90-minute delay, then the bus will run on a two-hour delay because that is the longest delay on that bus route.

There is no easy solution to bringing students to and from school in bad weather, but student safety is CREC’s first priority. Buses will always operate slower to be safe when there are poor road conditions. CREC appreciates your patience, understanding, and cooperation on these challenging days. If you have questions, please contact CREC Transportation at 860-524-4077, or [transportation@crec.org](mailto:transportation@crec.org).

CREC looks forward to working with you to ensure a safe ride for your child, and we appreciate your patience when there is inclement weather

## ***LIBRARY SERVICES***

*The Library Media Center contains a collection of books, magazines, newspapers, and audiovisual software that supports and enhances the curriculum of the Hartford Magnet Trinity College Academy. In addition, there are twenty computers available for student and staff use. Several on-line databases for research are provided through the Hartford Public Schools. The media center is open daily from 8:05 A.M. to 3:35 P.M. Students wishing to visit the media center during the school day must present a pass from a teacher. The librarian and media center staff have the administrator's permission to send any student back to the classroom that they consider not using his/her time productively or not obeying the library rules.*

## ***LIFE SKILLS***

*At HMTCA, we teach our students the life skills necessary to be successful members of a community. These include learning how to accept criticism, greeting others, getting the teacher's attention, making a request, and responding positively to many other social and academic situations. These skills set standards for courtesy, politeness, and mutual respect that are an essential part of the HMTCA atmosphere as well as a valuable guide to success in the future. We expect all members of the HMTCA community to use these skills to create positive interactions with each other throughout the day.*

## ***LOST AND FOUND***

*Any articles that are found in the school or on school grounds should be turned in at the main office. Students may check the lost and found before or after school, or during lunch with the permission of a staff member. **Unclaimed articles will be disposed of at the end of the school year.***

## Students

### Search and Seizure

#### 1. Search of a Student and His/Her Effects

- a. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects may be searched if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." The way the search is conducted should be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."

#### 2. Search of a Locker, Desk and Other Storage Area

- a. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to conduct random inspections of lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- b. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.
- c. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

3. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.

Use of drug-detection dogs and metal detectors, similar detective devices; and/or breathalyzers and other passive alcohol screening devices may be used only on the express authorization of the Superintendent, in accordance with such procedures as the Superintendent may devise.

#### Legal References:

##### Connecticut General Statutes:

Section 10-221, Boards of Education to prescribe rules  
 Section 54-33n, Searches



New Jersey v. T.L.O.; 469 U.S. 325 (1985)

Policy adopted: September 14, 1999

Policy updated: November 1, 2005

Revised: June 21, 2016

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

**Students  
Search And Seizure****1. Search of a Student and His/Her Effects**

- a. All searches of students shall be conducted or directed by an authorized school and/or district-level administrator, e.g., the principal or vice principal, in the presence of a witness.
- b. A search of a student's handbag, gym bag, cellular phone, personal electronic device or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.
- c. A search of a student's person may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Metal detectors, breathalyzers and/or drug sniffing dogs may be used to detect the presence of contraband, including weapons, drugs or alcohol, in furtherance of this policy and to the extent authorized by law.
- d. Strip searches are prohibited except when there are reasonable grounds for suspecting that such a search will produce evidence of conduct which places students, staff or school property in immediate danger. Such searches may be conducted at the request of the school principal, generally by a member of the police department. During such searches, a member of the school staff shall be present at all times as a witness, and both the police officer conducting the search and the witness shall be of the same sex as the student searched.
- e. Any evidence of illegal conduct or conduct violative of the rules of the school produced as a result of searches according to these regulations shall be subject to seizure. Where required by law and otherwise at the option of an authorized central office official, or designee, such evidence shall be submitted to the police department for proper disposition. Evidence not submitted to the Police Department shall be disposed of as directed by the building principal.

**2. Search of a Locker, Desk and Other Storage Area**

- a. The Board of Education provides lockers, desks, gym baskets and other storage areas in which pupils may keep and store personal belongings and materials provided by the Board of Education. Such storage areas are the property of the Board of Education.

**Students****Search And Seizure (cont.)**

- b. No pupil shall keep or store personal belongings or materials provided by the Board of Education in any storage area other than one provided by the Board of Education and designated for his/her use by the school administration.
- c. Each pupil shall be responsible for maintaining any storage area assigned to him/her for his/her use in an orderly and sanitary condition.
- d. No pupil shall keep or store in a storage area assigned to him/her for his/her use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).
- e. The use of lockers and other storage areas by pupils is a privilege. At all times such storage areas remain the property of the Board of Education. If the school administration reasonably suspects that a pupil is not maintaining a storage area assigned to him/her in a sanitary condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The school administration may authorize law enforcement officials to search lockers/storage areas in accordance with Board Policy 5142.12, Section 2(A).
- f. When required by law and otherwise at the option of an authorized central office official, or designee, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by an authorized central office official, or designee.

### 3. Notice to Parents/Guardians

- a. The District shall provide notice to a student's parent/guardians when that student or his/her effects are subject to a search by District officials in accordance with this policy and these regulations.

**Legal References:**

Connecticut General Statutes:  
 Section 10-221, Boards of education to prescribe rules  
 Section 54-33n, Searches

New Jersey v. T.L.O., 469 U.S. 325 (1985)

Regulation adopted: September 14, 1999     HARTFORD PUBLIC SCHOOLS  
 Regulation updated: November 1, 2005  
 Regulation updated: June 21, 2016     Hartford, Connecticut

## **ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE (OPTIONAL ADDENDA REGARDING USE OF DOGS ON SCHOOL PROPERTY)**

The Board shall permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs specially trained when necessary to protect the health and safety of students, employees or property, and for the purpose of detecting the presence of illegal substances or contraband, including alcohol and/or drugs.

The use of trained detection dogs is subject to the following:

1. The administration shall authorize the search and the Principal or his/her designee shall be present while the search is taking place.
2. All school property such as lockers, classrooms, parking areas and storage areas may be searched.
3. Dogs shall not be used in rooms occupied by persons except as part of a program designed to inform students/parents of the capabilities of the dogs. Individual(s) shall not be subjected to a search by dogs.
4. Parents and students shall be notified of the Board's policy concerning search and seizure and this regulation, which shall be publicized to students. Specific dates of planned searches need not be released.
5. When conducting a search of an individual or his/her effects based upon a dog's signal, the Principal or his/her designee shall conform to the requirements of the Board's policy and regulation pertaining to searches of a student, his/her effects and/or locker searches.
6. The administration of the district shall have sole authority for determining internal disciplinary action in regard to illegal substances or contraband on school property.
7. Although detection dogs may be under the control of law enforcement agencies, the administration of the district shall have sole determination as to when a sweep of school property will be conducted.
8. When detection dogs are employed, the school should follow standard protocol for a lockdown procedure prior to the dogs and their handlers entering the building.

## **ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE (OPTIONAL ADDENDA REGARDING USE OF BREATHALYZERS ON SCHOOL PROPERTY)**

The Board of Education (the "Board") supports the use of both passive alcohol screening ("PAS") devices and breathalyzers during the school day or at school-sponsored events, on or off campus, to deter the use of alcohol by students in the Hartford Public Schools (the "District") and to promote the health and safety of all students.

This regulation provides the basic structure for the use of passive alcohol sensors and breathalyzers in this District to detect/confirm alcohol consumption by students. Such instruments shall be used by the District to 1) to confirm a reasonable suspicion that a particular student has used or is under the influence of alcohol at school during the school day, or at a voluntary, extracurricular school-sponsored event; and/or 2) systematically screen students attending extracurricular/voluntary school-sponsored events for possible alcohol use.

The passive alcohol sensor ("PAS") device is a non-invasive high-speed breath alcohol-screening instrument which can be used as a "sniffer" for overt or covert alcohol detection. This device may be used to sample a student's breath in order to detect alcohol use, with results reported as either "positive" or "negative." A breathalyzer is a device that detects and measures alcohol in expired air so as to determine the concentration of alcohol in a person's blood.

Only designated school personnel will be trained in the use of the PAS device and/or breathalyzer test. All testing instruments shall be properly calibrated and will be checked for accuracy and for full calibration in accordance with the manufacturer's standards. Testing of students using these devices will be conducted in a separate area, to the extent practicable, to maintain student privacy.

Results from a PAS device or breathalyzer will be maintained in a confidential manner, and released in accordance with district policy and state and federal law.

### **A. Testing to Confirm Reasonable Suspicion of Alcohol Use**

If there is reasonable suspicion that a student is under the influence of alcohol at school or at a school-sponsored event, the student shall be removed to a separate area for observation and questioning concerning alcohol consumption. The student will be informed as to how the PAS device operates and will be asked to breathe across the intake part of the device. Testing will be conducted by trained personnel, in a separate area whenever possible, to maintain student privacy. Any student who tests positive will be asked to submit to a second test using a breathalyzer. If the student tests positive for a second time, the school will contact his/her parents. If necessary, the student will be brought to the school nurse for medical treatment and emergency medical protocols shall be followed.

If the student tests positive on either test, or if the student refuses to take the test when there is reasonable suspicion of alcohol use, the student may be subject to appropriate disciplinary action consistent with District policies and procedures.

Reasonable suspicion shall include, but not be limited to, any of the following:

1. Observed use or possession of alcohol;

2. Alcohol odor or the presence of an alcohol container;
3. Slurred speech, unsteady gait, lack of coordination, bloodshot or glazed eyes; or
4. Marked changes in personal behavior not attributable to other factors.

B. Extracurricular/Voluntary School-Sponsored Events

The Board also allows for the use of PAS devices and breathalyzers in connection with students' participation in extracurricular/voluntary school-sponsored events and activities without the need for school personnel to first have reasonable suspicion of alcohol use. Such suspicionless testing will occur only if students are notified prior to the event or school-sponsored activity that a PAS or breathalyzer may be used, and that they may be denied entry and/or removed from the event or activity for either refusing to submit to such testing or for testing positive for alcohol use. Students will be notified through a variety of means, including orientation programs, student handbooks and/or electronic publication.

When PAS devices and/or a breathalyzer will be used at a voluntary school-sponsored event (i.e. school dances, proms, etc.), such devices shall be administered as follows:

1. All students participating in the activity or school-sponsored event will be asked to submit to a PAS screening. Students will be asked to breathe across the intake part of the device.
2. If the PAS device detects alcohol, the student shall be removed to a separate area for observation and questioning concerning alcohol consumption. After fifteen (15) minutes, the student will be asked to submit to a breathalyzer test to confirm the presence of alcohol.
3. Should the student test positive after the second test, school personnel will contact the student's parents and the student shall be removed/denied entry to the activity or school-sponsored event.
4. Any student who refuses to breathe into the PAS device, or who refuses to submit to the breathalyzer test, may be excluded or removed from the activity or school-sponsored event and may face additional disciplinary actions.
5. The district retains the right to contact local law enforcement officials at any time, as deemed appropriate, consistent with district practice and policy.

## ***Loitering***

To ensure safety and security, students are not to loiter in the school after 3:30p.m. All students who stay after school because of athletics, clubs, discipline, academics or meetings must be with and supervised by a staff member, or in the Academic Resource Center for quiet study. No student who remains in the school after dismissal is to be in a classroom without a teacher present

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## ***Students***

### ***On-Campus Recruitment***

*Subject to the provisions of Section 1-210(b)(11) Connecticut General Statutes, secondary schools of the school district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and state armed services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education.*

*Secondary school students and their parents must be informed at the beginning of each school year of their right to request that the student's name, address and telephone number not be released to military recruiters or institutions of higher education. If a secondary school student or the parent of a secondary school student objects in writing to the disclosure of a student's name, address or telephone number to a military recruiter or an institution of higher education, then the district shall not disclose the student's name, address or telephone number to a military recruiter or an institution of higher education. The objection shall remain in force until the district re-issues the annual notification referenced above, after which time the parents and/or secondary school student must inform the school district in writing again of their objection to the disclosure of the information described above.*

*The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.*

*Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.*

*(cf. 5124 - Student Records; Confidentiality)*

*Legal Reference: Connecticut General Statutes*

*1-210(b)(11) Access to public records. Exempt records.*

*10-221b Boards of Education to establish written uniform policy re treatment of recruiters.*

*Policy adopted: September 14, 1999*

*Policy updated: November 1, 2005*

*Revised: June 21, 2016*

**HARTFORD PUBLIC SCHOOLS**

*Hartford, Connecticut*

## Students

### Physical Restraint and Seclusion of Students at Risk

The Hartford Board of Education seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint or seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of students in the District. The Superintendent mandates compliance with these regulations at all times. Violations of these regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

#### I. Definitions:

**Life Threatening Physical Restraint:** Any physical restraint or hold of a person that (1) restricts the flow of air into a person's lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

**Psychopharmacological Agent:** Any medication that affects the central nervous system, influencing thinking, emotion or behavior;

**Physical Restraint:** Any mechanical or personal restriction that immobilizes or reduces the free movement of a student, including a student's arms, legs or head.

The term does not include:

1. Briefly holding a student in order to calm or comfort the student;
2. Restraint involving the minimum contact necessary to safely escort a student from one area to another;
3. Medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance;
4. Helmets or other protective gear used to protect a student from injuries due to a fall;
5. Helmets, mitts and similar devices used to prevent self-injury when the device is (i) part of a documented treatment plan or an individualized education program (IEP); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such self-injury.

**School Employee:** (1) Any individual employed by the Hartford Public Schools who is a teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach; and (2) any other individual who in the course of performing his or her duties has regular contact and provides services to or on



behalf of student enrolled in the Hartford Public Schools or pursuant to a contract with the Hartford Public Schools.

**Seclusion:** The confinement of a student in a room, whether alone or with staff supervision, in a manner that prevents the student from leaving that room. The term does not include any confinement of a student in which the student is physically able to leave the area of confinement, including but not limited to in-school suspension, time out or disciplinary detention.

**Student:** a child who is

1. Enrolled in grades pre-k to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;
2. Receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;
3. Enrolled in a program or school administered by a regional education service center established pursuant to section 10-66a of the Connecticut General Statutes; OR
4. Receiving special education and related services from an approved private special education program.

## **II. Life-Threatening Physical Restraint:**

No school employee shall under any circumstance use a life-threatening physical restraint on a student.

Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

## **III. Physical Restraint and Seclusion Procedures:**

In all situations, even those in which a student becomes physically violent, the Hartford Public Schools will act to protect the welfare, safety and security of all students, staff and other individuals. Whenever possible, attempts will be made to use early intervention strategies to prevent or defuse potentially assaultive or dangerous behaviors. No school employee shall use physical restraint or seclusion unless the school employee has received training in accordance with state law and/or the District's training plans as described in this policy, upon implementation thereof.

Involuntary physical restraint and seclusion are to be used solely as emergency interventions to prevent immediate or imminent injury to the student or to others. School employees should use physical restraint and seclusion only as a last resort after all other less restrictive verbal and nonverbal strategies have been used or attempted. The sole purpose for using physical restraint and seclusion is to keep the acting out student and others safe. When the need arises for physical restraint, the least restrictive physical restraint technique requiring the least amount of force for the least amount of time will be used. Physical restraint and seclusion will not be used as disciplinary measures or as a convenience.

## **IV. Length of Physical Restraint or Seclusion:**

Physical restraint and seclusion will be promptly terminated when the student has regained physical and/or emotional control. Except as provided below, any period of physical restraint or seclusion shall not exceed fifteen (15) minutes.

If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued

physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:

1. an administrator, or such administrator's designee;
2. a school health or mental health personnel;
3. a board certified behavior analyst.

The individual identified under in paragraphs 1-3 above shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

#### **V. Monitoring of Physical Restraint and Seclusion:**

Any student who is physically restrained will be continually monitored by a trained school employee for indications of physical and/or mental distress.

Any student involuntarily placed in seclusion will be continually monitored by a trained school employee for indications of physical and/or mental distress.

A school employee monitoring a student must regularly evaluate the student being physically restraint or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the student being physically restrained or secluded.

#### **VI. Seclusion Room Requirements:**

Seclusion can happen in any location, although a district may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

- A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
- B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
- C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
- D. be free of any object that poses a danger to the student who is being placed in the seclusion room;
- E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal's office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, the student shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:

1. the need to provide direct and immediate medical attention to the student;
  2. fire;
  3. the need to remove the student to a safe location during a building lockdown; or
  4. other critical situations that may require immediate removal of the student from seclusion to a safe location; and
- F. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion, to permit frequent

visual monitoring of the student and any school employee in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a student.

#### **VII. Use of Psychopharmacologic Agent:**

No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:

- A. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or
- B. as an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.

The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment. Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy.

#### **VIII. Required Meetings:**

- A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)

- 1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student's teachers, a parent or legal guardian of the student, and, if any, a school mental health professional, shall convene to:
  - a. conduct or revise a behavioral assessment of the student;
  - b. create or revise any applicable behavior intervention plan; and
  - c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.
- 2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

- B. Students Eligible for Special Education (and students being evaluated for eligibility for special education)

In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, the student's PPT shall convene to:

- 1. conduct or revise a functional behavioral assessment ("FBA");
  - 2. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and
  - 3. review or revise the student's IEP, as appropriate.
- C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

Seclusion as a Behavior Intervention in an IEP

- A. Only the student's PPT may determine if seclusion can be included as an intervention in the student's IEP, in which case the following must occur:
  - 1. the PPT must ensure that all positive behavioral interventions and supports have been documented, reviewed and determined to be ineffective;
  - 2. an FBA must be conducted or reviewed, and, if appropriate, revised; and
  - 3. a BIP based on the FBA must be developed, which BIP must include the use of seclusion as a planned intervention.
- B. The PPT must include the following information in the IEP of the student:
  - 1. the location of seclusion for the person at risk, which may be multiple locations within a school building;
  - 2. the maximum length of any period of seclusion, in accordance with Section III(D) of this regulation;
  - 3. the number of times during a single day that the student may be placed in seclusion;
  - 4. the frequency of monitoring required for the student while in seclusion;
  - 5. the timeframe and manner of notification of each incident of seclusion, as determined by the PPT and the parents/legal guardian of the student; and
  - 6. any other relevant information agreed-to by the PPT taking into consideration the age, disability and behaviors of the student that might subject the student to the use of seclusion;
  - 7. the use of seclusion on Page 10 of the student's IEP, under "Special Factors," and the BIP as an attachment to the IEP;
  - 8. the justification of the decision to use seclusion as a planned intervention in the IEP, which justification must include documentation of evidence that all previously attempted positive behavior interventions have been ineffective, the assessment data (i.e. FBA) and other relevant information in the IEP.
- C. Prior to including seclusion in an IEP of a student, the PPT must inquire as to whether there are any known medical or psychological conditions that would be directly and adversely impacted by the use of seclusion as a behavior intervention. A student may not be placed in seclusion if such student is known to have any medical or psychological condition that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion. The PPT may request a medical or psychological evaluation of the child for purposes of determining whether there is a medical or psychological condition that will be directly and adversely impacted by the use of seclusion as a behavior intervention. Any written statement from a licensed health care professional in this regard shall be included in the special education file of the student.]

**IX. Crisis Intervention Team:**

- A. Each school year, the Director of Special Education [or other responsible administrator] shall require each school in the District to identify a crisis intervention team consisting of school professionals, paraprofessional staff members and administrators who have been trained, in accordance with state law, in the use of physical restraint and seclusion.
- B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.

- X. Documentation and Communication of Physical Restraint and Seclusion:
- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the Hartford Public Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:
    - 1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
    - 2. a detailed description of the nature of the restraint or seclusion;
    - 3. the duration of the restraint or seclusion;
    - 4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; AND
    - 5. whether the seclusion of a student was conducted pursuant to an IEP.
  - B. A school employee must notify the parent or legal guardian of a student of each incident that the student is physically restrained or secluded.
    - 1. A school employee must make a reasonable attempt to immediately notify a parent or legal guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or legal guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.
    - 2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
    - 3. The parent or legal guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical restraint or seclusion, regardless of whether the parent/legal guardian received the notification described in subsections 1 and 2 above.
    - 4. The Director of Special Education [or other responsible administrator] shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.
  - C. The District, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.
    - 1. The District shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.
    - 2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student's parent, guardian, or surrogate

parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student's IEP.D. The administrator responsible must be notified of the following:

1. each use of physical restraint or seclusion on a student;
2. the nature of the emergency that necessitated its use;
3. whether the seclusion of a student was conducted pursuant to an IEP; AND
4. if the physical restraint or seclusion resulted in physical injury to the student.

**XI. Responsibilities of the assigned administrator:**

- A. The administrator responsible, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conducted pursuant to IEPs.
- B. The administrator responsible, or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.

**XII. Professional Development Plan and Training:**

- A. The District shall annually provide all school professionals, paraprofessional staff members and administrators with an overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. Such overview shall be in a manner and form as prescribed by the State Department of Education.
- B. Plan Concerning Prevention Training
  1. The District shall develop a plan through which training regarding the prevention of incidents requiring physical restraint or seclusion of students is provided to all school professionals, paraprofessional staff members and administrators.
  2. This plan shall be implemented no later than July 1, 2017.
  3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019.
- C. Plan Concerning Proper Means of Using Physical Restraint and Seclusion
  1. The District shall develop a plan through which training regarding the proper means of physically restraining or secluding a student is provided to all school professionals, paraprofessional staff members and administrators. Such training shall include, but not be limited to:
    - a. verbal defusing or de-escalation;
    - b. prevention strategies;
    - c. types of physical restraint;
    - d. the differences between life-threatening physical restraint and other varying levels of physical restraint;
    - e. the differences between permissible physical restraint and pain compliance techniques;
    - f. monitoring to prevent harm to a person physically restrained or in seclusion; and
    - g. recording and reporting procedures on the use of physical restraint and seclusion.
  2. This plan shall be implemented no later than July 1, 2017.

3. This plan shall require the training of all school professionals, paraprofessional staff and administrators not later than July 1, 2019, and periodically thereafter as prescribed by the State Department of Education.

**XIII. Review and Revision of Policies, Regulations and Procedures:**

- A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students on the District's Internet web site and procedures manual.
- B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students within sixty (60) days after the State Department of Education's adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.

**Legal References:**

Conn. Gen. Stat. § 10-76b  
Conn. Gen. Stat. § 10-76d  
Conn. Gen. Stat. § 53a-18 to 53a-22  
Public Act 15-141, "An Act Concerning Seclusion and Restraint in Schools"  
Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11, as amended July 1, 2013

**Other References:**

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

"New Legislation for Public Act 15-141: An Act Concerning Seclusion and Restraint in Schools," Connecticut State Department of Education, October 5, 2015, Memorandum from Dr. Isabelina Rodriguez.

Policy adopted: May 17, 2011  
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HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

## **Community Relations**

### **School Governance Councils**

#### **Purpose**

Consistent with its adopted theory of action and commitment to create and maintain a system of high-performing, distinctive schools of choice, the Board of Education will authorize the formation of school-based governance councils to guide the development of its schools. The Board believes that the success of the school and the students it serves is the shared responsibility of school staff, parents or legal guardians, and community members.

The School Governance Council (SGC) is the primary, local school decision-making body of a school devoted to achieve its mission and vision. Toward this end, the SGC will focus on the analysis of student achievement, development of improvement plans, allocation of resources, programmatic and operational changes, and after being in place for three years, a council may vote to recommend that a school be reconstituted in order to improve the quality of the school and the achievement of its students. All members of the council will perform their duties with integrity, discretion and loyalty.

The principal is the chief executive officer of the school and accountable for school quality and student achievement. The principal shall be responsible for forming, developing and maintaining an effective and cohesive School Governance Council. Principals and School Governance Councils are supported through the Portfolio Directors, SGC process coaches, and the SGC Coordinator.

The councils are not intended to replace parent organizations.

#### **Scope of Policy**

All schools will have a School Governance Council.

#### **Membership and Election**

Members will be elected through a fair, open, widely publicized, recorded, and timely election process. The process for parent election shall be developed by the Principal in collaboration with the school's Parent-Teacher organization or a comparable parent organization. Any staff member employed within the school who has children attending the school where they are employed cannot serve as a parent member on the council; any staff member who is employed by the school or has any other affiliation with the school cannot serve as the community representative on the council.

School Governance Councils shall be comprised of 14 voting duly elected members, plus up to three nonvoting members depending on the type of school involved. The following tables describe the category of membership, the number of members and how they are elected.



Member	Number	Election Process
Parents or guardians of students currently attending the school	7	Elected by the parents/legal guardians of students attending the school, each household with students attending the school will have one vote in the SGC parent election process
Teachers (as per state definition*) at the school	5	Elected by the teachers of the school
Community leaders within the school district	2	Elected by the parent/legal guardian and teacher members of the council
School principal or designee (nonvoting)	1	Principal may participate directly or name a designee

Additional members and election process in high schools:

Member	Number	Election Process
Student members, high school councils only (nonvoting)	2	Elected by the school's student body

The names and contact information (email and/or telephone number) for the SGC members will be made available to the school community via approved SGC meeting minutes attendance, and the school and district websites.

The Parent Chair of each School Governance Council shall be elected every two years by the 14 members of the council. A Parent Chair may not serve two consecutive terms as SGC chair.

All members are equal partners in decision-making, and all decisions are made by consensus. If consensus cannot be achieved, decisions are made by a two-thirds majority vote. When a vote is taken, it must be open and recorded; secret ballots are not permitted. Consensus is defined as all members being in agreement or members being able to support the general agreement of the group.

## Requirements

In order to continue to have a strong and effective council, any members that join the council must attend all required trainings provided by the District. Failure to meet training requirements will result in removal from the council. The trainings will provide SGC members with the necessary skills and tools to be active participants in the decision-making process.

Teacher representatives must be teachers in active service at the school and parent representatives must be parents of children currently attending the school.

School Governance Councils shall meet at least six times per year. The principal of the school shall make the SGC meeting schedule for the academic year available to the school community, by the end

of October of each year, via the school and district websites, emailing it to staff and parents, and displaying it in key areas of the school. Absence from two consecutive meetings or half of the meetings will result in removal from the council.

## **Terms of Voting**

Voting members shall have a two-year term and no one member can serve more than two terms on a council, if re-elected for a second term. The nonvoting student members shall serve a one-year term, and no student member can serve more than two terms, if re-elected for a second term. After the two terms are completed, the council will have elections in the month of May following the requirements stated in the election process within this policy. This process also includes any vacancies throughout the year. (See Attachment A for Guidance on Election Procedures.) The year of each term shall be from July through June.

## **Roles and Responsibilities**

### **A. Parent-Chairperson**

The Parent Chair shall:

1. Work with the Principal to prepare the agenda and ground rules for SGC meetings
2. Conduct the SGC meetings
3. Select a member to take attendance and minutes of at least six SGC meetings
4. Attend semi-annual district-wide meetings of SGC Chairs /Co-Chairs with the Superintendent
5. Attend annual meeting of SGC Chairs/Co-Chairs with the Board of Education
6. Maintain regular communication with Principal, and SGC Coordinator, and the Parent Organization President

### **B. Principal or School Director**

The Principal shall:

1. Serve as the SGC Co-Chair
2. Work collaboratively with the Parent Chair to prepare the agenda and ground rules for the SGC meetings
3. Inform and provide school related information to the council in a timely fashion, make recommendations, and implement agreed-upon SGC decisions
4. Maintain on file, for at least four years, all documentation related to SGC elections (parents, teachers, community members, students), meeting agenda, minutes, and attendance. Provide any of these documents to the Superintendent or his/her designee upon request.
5. Distribute approved SGC minutes to SGC members and school community via email, and by posting them on the school and district websites, by displaying them in an appropriate and visible space in the school building, and by including them in staff and parent newsletters

6. Submit a complete list of the elected SGC members to the Superintendent or designees no later than June 1<sup>st</sup> of each year.

In the exceptional case where the principal is in disagreement with the consensus or two-thirds vote of the SGC, the Superintendent or designee shall review both recommendations and make a final determination.

### **C. Council Members**

The council collectively, shall establish an effective timeline for the following functions:

1. Analyze school achievement data and school needs as they relate to the school's improvement plan.
2. Assist in developing and reviewing the School Accountability Plan (SAP) and advise the Principal before the report is submitted to the Superintendent of Schools. The council as a whole must approve SAP before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of October.
3. Review fiscal objectives of the school's draft budget and advise the Principal before the budget is submitted to the superintendent. The council as a whole must approve the school budget before the Parent Chair and Principal sign the consent form and submit it to the School Governance Council Coordinator by the end of February.
4. Participate in the Executive Search Committee for the hiring of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the district and the local and regional board of education. The SGC will complete the Office of Talent Management form stating recommendations and comments of at least two candidates for the superintendent's consideration
5. Assist the Principal in making programmatic and operational changes to improve the school's achievement.
6. Develop and approve a written school parent involvement policy that outlines the role of parents and guardians. Schools that receive federal Title 1 funds are required to have a parent involvement policy developed jointly with, approved by, and distributed to parents. Note: A district Title 1 policy can serve this purpose.
7. Work with the Principal in the promotion of the school as a parental choice relative to its enrollment goals.
8. Work with school administrators in developing and approving a school compact for parents, legal guardians, and students that outlines the school's goals and academic focus identifying ways that parents and school personnel can build a partnership to improve student learning. The council as a whole must approve the school compact before the Parent Chair and Principal sign the consent form and submit it to the Chief of Early Literacy and Parent Engagement.  
  
Schools that receive federal Title I funds are required to have a school-parent compact, developed with parents.
9. Work with the Principal in reviewing data around partnership impact and viability of new school partnerships. Review and approve an after-school program.
10. Advise and assist the Principal in the analysis of the school survey data and creation of programs to improve school climate.

11. For those schools mandated by state law, after being in place for three years, a council may vote to recommend that a school be reconstituted using one of the following models for reconstitution: (1) turnaround; (2) restart; (3) transformation; (4) CommPact school; (5) innovation school; and (6) any other model developed under federal law. However, a council cannot vote to reconstitute a school if it was already reconstituted for another purpose. The statute provides a process whereby the council's recommendation for reconstitution must be heard by the local board of education which must accept, modify or reject the proposal. In a case where the council and the local board of education cannot agree on reconstitution, the Commissioner of Education must decide. The State Board of Education cannot allow more than 25 schools per year to be reconstituted under state law (Public Act 10-111).

## **Reporting and Oversight**

All schools are expected to adhere to all provisions of this policy regarding school governance councils with regard to the manner of representation and conduct of elections.

School Governance Council meetings are open to the public, but are not meetings with the public.

Each School Governance Council shall report annually to the school's stakeholders on their progress in meeting the goals of the School Accountability Plan (SAP).

The Board of Education shall conduct an annual forum with School Governance Council Chairs and Co-Chairs to assess the implementation of this policy.

Within available resources, the Superintendent shall maintain one website with information about all School Governance Councils that includes an updated schedule of meetings, a link to the minutes of each past meeting, and resources for parents, including, but not limited to, staff contact information and informational materials.

The Superintendent will report annually to the Board on the effectiveness of School Governance Councils as an element of the Board's strategy to close the achievement gap for Hartford students and recommend revision of the policy as warranted.

This policy will be reviewed by the Board of Education annually to make any changes deemed necessary and make sure the requirements of the policy are met.

Legal Reference: Substitute Senate Bill No. 438 Public Act No. 10-111 An Act Concerning Education Reform in Connecticut

Policy adopted: May 19, 2009  
Policy Revised: November 15, 2011  
Policy Revised: October 15, 2013  
Policy Revised: November 18, 2014

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

### Process and Checklist for School Governance Council Elections

The table below presents the process for conducting School Governance Council elections. This process must be conducted in collaboration with the PTO/PTA/PO.

<b>Parent Process</b>	<b>Insert Date</b>	
1. Notice of election and call for nominations distributed to all parents.		✓
2. Closing date for nominations. <ul style="list-style-type: none"> <li>Once the nomination forms come back, notify the persons(s) and determine if they are eligible and if they accept or decline.</li> </ul>		✓
3. Date by which the list of candidates will be displayed. <ul style="list-style-type: none"> <li>Prepare your ballot with all names of nominees.</li> </ul>		✓
4. Provide an opportunity for parents to meet the candidates. <ul style="list-style-type: none"> <li>Candidates must be present to accept nomination.</li> </ul>		✓
5. Date by which voting ballots will be prepared and distributed. <ul style="list-style-type: none"> <li>Send out ballots to every household with deadline for return.</li> </ul>		✓
6. Close of ballot. <ul style="list-style-type: none"> <li>Provide various times and methods for parents to cast their ballots.</li> </ul>		✓
7. Vote count. <ul style="list-style-type: none"> <li>Once ballots are returned, determine election results.</li> </ul>		✓
8. Announcement of new council members. <ul style="list-style-type: none"> <li>Send election results out to school community and to SGC Coordinator.</li> </ul>		✓
9. Schedule first council meeting to elect community members and parent co-chair (principal will preside as a non-voting member). Introduce new members at the council meeting and document in minutes.		✓
<b>Teacher Process</b>		
1. Teachers are in charge of their own election process. Process must be documented.		✓
<b>Community Process</b>		
1. Parents and teachers elect community members.		✓

## Students

### Suicide Prevention and Intervention

The Hartford Board of Education recognizes that suicide is a complex issue and that schools are not mental health treatment centers. School personnel may recognize a potentially suicidal youth and, in such cases, may make a preliminary determination of level of risk. The Board directs the school staff to refer students who come to their attention as being at risk of attempting suicide for professional assessment and treatment services outside of the school.

The Board recognizes the need for youth suicide prevention procedures and will establish programs to assist staff to identify risk factors, intervention procedures, and procedures for referral to outside services. Training will be provided for teachers and other school staff and students to provide awareness and assistance in this area.

Legal Reference: Connecticut General Statutes §10-221(e)

**Any Board employee who has knowledge of a suicidal threat, attempt or ideation must immediately report this information to the building principal or his/her designee, who may, activate the Crisis Team a component of the Emergency Response Team. The Crisis Team, with administrative assistance, if necessary, will contact the student's family and appropriate resources outside and within the school system. Information concerning a student's suicide attempt, threat or risk will be shared with others to the degree necessary to protect that student and others.**

Policy adopted: September 14, 1999  
 Policy updated: November 1, 2005  
 Policy updated: June 20, 2017

HARTFORD PUBLIC SCHOOLS  
 Hartford, Connecticut

## Students

### Suicide Prevention and Intervention

#### Management of Suicidal Risk

The school cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, the Board is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or is seriously considering attempting suicide. The following procedures shall be implemented toward this end.

1. Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or his/her designee. This must be done even if the student has confided in the staff person and asked that his/her communication be kept confidential. The principal or designee will then designate an appropriate Crisis Team member to interview the student.
2. The Crisis Team staff member shall interview the student, consider available background information and determine whether the student is "at-risk" or in "imminent danger."
3. **If the student is assessed to be "at-risk":**
  - a. The designated Crisis Team staff member shall notify the student's parent/guardian and request a meeting with them as soon as possible, preferably that same day.
  - b. When the parent/guardian arrives at school, the Crisis Team staff member shall meet with him/her to discuss:
    - the seriousness of the situation;
    - the need for an immediate suicide risk evaluation at a medical , mental health facility or utilizing the Emergency Mobile Psychiatric Services , 211, or other appropriate evaluation(s);
    - the need for continued monitoring of the student at home if he/she is released following the evaluation;
    - referral to appropriate professional services outside the school system; and
    - a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
  - c. The Crisis Team staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome, using the Suicide Report Form and then fax completed form to the Director of Support Services or appropriate Central Office Designee and notify the principal regarding the course of events and the outcome.

## Students

### Suicide Prevention and Intervention

#### Management of Suicidal Risk (continued)

- d. If the parent/guardian does not follow through, thereby leaving the student "at-risk", a medical referral to the Department of Children and Families (DCF) should be made (if the student is less than 18 years of age). The parent/guardian should be notified as soon as possible that such a referral has been made.
- e. The Crisis Team staff member may notify other staff, as necessary to protect the student and others.
- f. The Crisis staff member may refer student to the school's Student Success Team or Student Assistance Team or other team for further consultation and collaboration.
- g. The Crisis Team staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.

#### 4. If the student is assessed to be "in imminent danger":

The Crisis Staff member will activate the Crisis Team by calling/notifying the principal or designee.

Initial Crisis Team recommendations and considerations are:

- Do not leave the student alone
  - Brief the crisis team regarding the situation
  - Designate who will make calls to: Family, 211
  - Remove potential hazards
  - Determine and activate appropriate security measures
  - If escalates, 211 may become 911
- a. The Crisis Team staff member shall notify the parent/guardian and request that the student be evaluated by the Emergency Mobile Psychiatric Services, 211 at the school or picked up at school and taken to a medical or mental health professional for thorough suicidal risk evaluation.
  - b. When the parent/guardian arrives at school, the Crisis Team staff member shall meet with him/her to discuss:
    - the seriousness of the situation;
    - the need for an immediate suicide risk evaluation using the Emergency Mobile Psychiatric Services, 211 or at a medical or mental health facility,
    - the need for continued monitoring of the student at home if he/she is released following the evaluation;
    - referral to appropriate professional services outside the school system; and



- a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
- c. The Crisis Team staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome, utilizing the Suicide Report Form and faxing it to the Director of Support Services or appropriate Central Office Designee and an unusual incident report form online.

## Students

### Suicide Prevention and Intervention

#### Management of Suicidal Risk (continued)

- d. The Crisis Team staff member shall inform the principal of the course of events and the outcome.
- e. The Crisis Team staff member may notify other staff, only information that is not deemed confidential by law as necessary to protect the student and others.
- f. The Crisis Team staff member may refer the student to the school's Student Success Team , Student Assistance Team, 504 team or other team for further services and collaboration.
- g. If the parent/guardian is unable to come to school:
  - the Crisis Team staff member shall provide over the telephone information as to available resources outside and within the school system, and shall plan follow-up contacts
  - the Crisis Team staff member will ask the parent's permission to call 211 and request a school visit of the Emergency Mobile Psychiatric Services to further evaluate the student
  - .
  - police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.
  - the Crisis Team staff member shall document in writing the course of events and the outcome, utilizing the Suicide Report Form and fax completed form to the Director of Support Services or appropriate Central Office designee and inform the principal of the course of events and the outcome..
  - .
- h. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action.
  - the Crisis Team shall meet with the building principal and develop an immediate plan focused on protection of the student.
  - the Crisis Team shall notify the parent/guardian of the plan and shall inform the parent/guardian that the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative (if the student is less than 18 years of age).
  - the Crisis Team shall arrange for an emergency vehicle to transport the student to the hospital; shall inform hospital staff of the situation; shall plan follow-up in relation to hospital staff or mental health facility staff decisions as to how to proceed.
  - the Crisis Team shall consult and cooperate with DCF as necessary.
  - the Crisis Team staff member shall document in writing the course of events and the outcome, utilizing both an unusual incident form , online, and the Suicide Report Form faxing completed form to the Director of Support Services or appropriate Central Office designee.

## **Students**

### **Suicide Prevention and Intervention**

#### **Management of Suicidal Risk** (continued)

- i. When a student assessed to have been "in imminent danger" returns to the school, the Crisis Team staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school, and changes in the instructional program, when necessary.

#### Suicide Education/Prevention - Students and Staff

As part of the Hartford Public Schools' Health Education Curriculum and Developmental Guidance Curriculum, students will be educated regarding suicide risk factors and danger signals, and how they might appropriately respond if confronted with suicidal behavior, verbalizations, or thoughts.

Annually, in-service training for school staff will be held in each school building to discuss suicide risk factors, danger signals, and the procedures outlined in these regulations.

Regulation adopted: September 14, 1999

Regulation updated: November 1, 2005

Regulation updated: June 20, 2017

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of

4118.21(a)  
4218.21

## **Personnel – Certified/Non-Certified**

### **Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees**

serious harm, or (2) that any person who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

#### **1. Scope of Policy**

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

#### **2. Definitions**

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"School employee" means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse,

physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutory mandated reporter" includes all school employees, as defined above, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics and is eighteen years of age or older.

### 3. What Must Be Reported

- a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:
  - i) has been abused or neglected;
  - ii) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her;
  - iii) is placed at imminent risk of serious harm; or
- b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:
  - i) sexual assault in first degree;
  - ii) aggravated sexual assault in the first degree;
  - iii) sexual assault in the second degree;

- iv) sexual assault in the third degree;
- v) sexual assault in the third degree with a firearm; or
- vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

- c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

#### 4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

- (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.
- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or his/her designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or his/her designee directly.
- (3) In cases involving suspected or believed abuse, neglect or sexual assault of a student by a school employee, the Superintendent or his/her

designee shall immediately notify the child's parent or guardian that such a report has been made.

- (4) Not later than forty-eight hours after making an oral report, the employee shall submit a written report to the Commissioner of Children and Families or the Commissioner's designee containing all of the required information. The written report should be submitted on the DCF-136 form or any other form designated for that purpose.
- (5) The employee shall immediately submit a copy of the written report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.
- (6) If the report concerns suspected abuse, neglect or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families (or his/her designee) shall submit a copy of the written report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

- a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.
  - (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected, placed at imminent risk of serious harm or is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
  - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or is a victim of sexual assault by school employee, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.

- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of Children and Families.

## 6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child\* and his/her parents or other person responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

\*For purposes of this Paragraph, the term "child" includes any victim of sexual assault by a school employee, as described in Paragraph 3, above.

## 7. Investigation of the Report



- a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families (“DCF”). In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.
- b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student’s sexual assault by school employees, the Superintendent’s investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency. The Superintendent shall conduct the district’s investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of Children and Families or the appropriate local law enforcement agency that the district’s investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency.
- c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.
- d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.
- e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the Board or other individual under the control of the Board, the Superintendent’s investigation shall include an opportunity for the individual suspected of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Hartford Public Schools, pending the outcome of the investigation.

8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee

- a) If, upon completion of the investigation by the Commissioner of Children and Families ("Commissioner"), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that (1) a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the Department of Children and Families child abuse and neglect registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.
- b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.
- c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.
- d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.
- e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused

or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.

- f) The Hartford Public Schools shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 3 of this policy.

9. Evidence of Abuse, Neglect or Sexual Assault by An Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board of Education, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Hartford Public Schools.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Confidential Rapid Response Team

No later than January 1, 2016, the Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 3, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 12 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

- 13. The Hartford Public Schools shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting,

regardless of whether an allegation of abuse or neglect or sexual assault was substantiated.

14. Non-Discrimination Policy/Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy

This policy shall be distributed annually to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 14, below.

16. Training

- a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.
- b) All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three years.
- c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.

17. Records

- a) The Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above,

and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.

- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of Children and Families, upon request and for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

#### Legal References:

##### Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq.

Section 17a-103

Section 53a-65

Public Act 15-205, "An Act Protecting School Children"

**Policy adopted: July 6, 1999**  
**Policy updated: June 21, 2016**

**HARTFORD PUBLIC SCHOOLS**  
**Hartford, Connecticut**

## **Appendix A**

### **RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY**

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

#### **“Intimate Parts” (Conn. Gen. Stat. § 53a-65)**

“Intimate parts” means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

#### **“Sexual Intercourse” (Conn. Gen. Stat. § 53a-65)**

“Sexual intercourse” means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Its meaning is limited to persons not married to each other. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim's body.

#### **“Sexual Contact” (Conn. Gen. Stat. § 53a-65)**

“Sexual contact” means any contact with the intimate parts of a person not married to the actor for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person or any contact of the intimate parts of the actor with a person not married to the actor for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person.

#### **Sexual Assault in First Degree (Conn. Gen. Stat. § 53a-70)**

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the

commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

### **Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)**

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70 and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a deadly weapon, (2) with intent to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim's body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

### **Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71)**

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's

participation in a program or activity, and such other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

### **Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)**

A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

### **Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)**

A person is guilty of sexual assault in the third degree with a firearm when such person commits sexual assault in the third degree as provided in section 53a-72a, and in the commission of such offense, such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted of sexual assault in the third degree and sexual assault in the third degree with a firearm upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

### **Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)**

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but under fifteen years of age and the actor is more than three years older than such other person, or (C) mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or (D) physically helpless, or (E) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the general supervision of such other person's welfare, or (F) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with an animal or dead body; or (4) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another



person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

*Appendices B and C are optional to include with the policy, however they may be useful as part of training for staff members in identifying the signs of abuse and/or neglect of children.*

## **APPENDIX B**

### **Operational Definitions of Child Abuse and Neglect**

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut Department of Children and Families.

For the purposes of these operational definitions,

- a person responsible for a child's health, welfare or care means:
  - the child's parent, guardian, foster parent, an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.
- a person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child for the purpose of education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.
- **Note:** Only a "child" as defined above may be classified as a victim of child abuse and/or neglect; only a "person responsible", "person given access", or "person entrusted" as defined above may be classified as a perpetrator of child abuse and/or neglect.

- While only a child under eighteen may be a victim of child abuse or neglect, a report under mandatory reporting laws and this policy is required if an employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, as set forth in this policy, and the perpetrator is a school employee.

## **Physical Abuse**

### **A child may be found to have been physically abused who:**

has been inflicted with physical injury or injuries other than by accidental means,

is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or

has injuries at variance with the history given of them.

### **Evidence of physical abuse includes:**

bruises, scratches, lacerations

burns, and/or scalds

reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.

injuries to bone, muscle, cartilage, ligaments:

fractures, dislocations, sprains, strains, displacements, hematomas, etc.

head injuries

internal injuries

death

misuse of medical treatments or therapies

malnutrition related to acts of commission or omission by an established caregiver

resulting in a child's malnourished state that can be supported by professional medical opinion

deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child

cruel punishment.

## **Sexual Abuse/Exploitation Sexual Abuse/Exploitation**

Sexual Abuse/Exploitation is any incident involving a child's non-accidental exposure to sexual behavior.

Evidence of sexual abuse includes, but is not limited to the following:

- rape
- penetration: digital, penile, or foreign objects
- oral / genital contact
- indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim
- incest
- fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim
- sexual exploitation, including possession, manufacture, or distribution of child pornography. online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website
- coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior
- disease or condition that arises from sexual transmission
- other verbal, written or physical behavior not overtly sexual but likely designed to “groom” a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2215 Sexual Exploitation of Children.

### **Emotional Maltreatment-Abuse**

**Emotional Maltreatment-Abuse is:**

- act(s), statement(s), or threat(s), which
- has had, or is likely to have an adverse impact on the child; and/or
- interferes with a child's positive emotional development.

**Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:**

- rejecting;
- degrading;
- isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or
- exposing the child to brutal or intimidating acts or statements.

**Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:**

- depression;
- withdrawal;

low self-esteem;  
anxiety;  
fear;  
aggression/ passivity;  
emotional instability;  
sleep disturbances;  
somatic complaints with no medical basis;  
inappropriate behavior for age or development;  
suicidal ideations or attempts;  
extreme dependence;  
academic regression;  
and/or trust issues.

### **Physical Neglect**

#### **A child may be found neglected who:**

has been abandoned;  
is being denied proper care and attention physically, educationally, emotionally, or morally;  
is being permitted to live under conditions, circumstances or associations injurious to his well-being; and/or  
has been abused.

#### **Evidence of physical neglect includes, but is not limited to:**

inadequate food;  
malnutrition;  
inadequate clothing;  
inadequate housing or shelter;  
erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child;  
permitting the child to live under conditions, circumstances or associations injurious to his well-being including, but not limited to, the following:  
    substance abuse by caregiver, which adversely impacts the child physically  
    substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs  
    psychiatric problem of the caregiver which adversely impacts the child physically  
    exposure to family violence which adversely impacts the child physically  
    exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety  
    non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances  
    voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, e.g. persons who are subject to

active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry  
non-accidental or negligent exposure to pornography or sexual acts  
inability to consistently provide the minimum of child-caring tasks  
inability to provide or maintain a safe living environment  
action/inaction resulting in death  
abandonment  
action/inaction resulting in the child's failure to thrive  
transience  
inadequate supervision:  
creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities  
holding the child responsible for the care of siblings or others beyond the child's ability  
failure to provide reasonable and proper supervision of a child given the child's age and cognitive abilities.

**Note:** Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.

### **Medical Neglect**

**Medical Neglect** is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

**Evidence of medical neglect includes, but is not limited to:**

frequently missed appointments, therapies or other necessary medical and/or mental health treatments;  
withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or  
withholding medically indicated treatment from disabled infants with life threatening conditions.

**Note:** Failure to provide the child with immunizations or routine well child care in and of itself does not constitute medical neglect.

### **Educational Neglect**

Except as noted below, **Educational Neglect** occurs when, by action or inaction, the parent or person having control of a child five (5) years of age and older and under eighteen (18) years of age who is not a high school graduate

fails to register the child in school  
fails to allow the child to attend school or receive home instruction in accordance with  
CONN. GEN. STAT. §10-184  
failure to take appropriate steps to ensure regular attendance at school if the child is  
registered.

**Exceptions (in accordance with Conn. Gen. Stat. § 10-184):**

A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.

**Note:** Failure to sign a registration option form for such a child is not in and of itself educational neglect.

A parent or person having control of a child seventeen (17) years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

**Emotional Neglect**

**Emotional Neglect** is the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

**Evidence of emotional neglect includes, but is not limited to, the following:**

inappropriate expectations of the child given the child's developmental level;  
failure to provide the child with appropriate support, attention and affection;  
permitting the child to live under conditions, circumstances or associations; injurious to his well-being including, but not limited to, the following:  
    substance abuse by caregiver, which adversely impacts the child emotionally;  
    psychiatric problem of the caregiver, which adversely impacts the child emotionally;  
    and  
    exposure to family violence which adversely impacts the child emotionally.

**Indicators may include, but are not limited to, the following:**

depression;  
withdrawal;  
low self-esteem;  
anxiety;  
fear;

aggression/ passivity;  
emotional instability;  
sleep disturbances;  
somatic complaints with no medical basis;  
inappropriate behavior for age or development;  
suicidal ideations or attempts;  
extreme dependence;  
academic regression;  
trust issues.

### **Moral Neglect**

**Moral Neglect:** Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

**Evidence of Moral Neglect includes but is not limited to:**

stealing;  
  
using drugs and/or alcohol;  
  
and involving a child in the commission of a crime, directly or by caregiver indifference.

## **Appendix C**

### **INDICATORS OF CHILD ABUSE AND NEGLECT**

#### **Indicators of Physical Abuse HISTORICAL**

Delay in seeking appropriate care after injury.

No witnesses.

Inconsistent or changing descriptions of accident by child and/or parent.

Child's developmental level inconsistent with history.

History of prior "accidents".

Absence of parental concern.

Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent.

Unexplained school absenteeism.

History of precipitating crisis

#### **PHYSICAL**

Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso;

Clusters of skin lesions; regular patterns consistent with an implement;

Shape of lesions inconsistent with accidental bruise;

Bruises/welts in various stages of healing;

Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges;

Fractures/dislocations inconsistent with history;

Laceration of mouth, lips, gums or eyes;

Bald patches on scalp;

Abdominal swelling or vomiting;



Adult-size human bite mark(s);

Fading cutaneous lesions noted after weekends or absences;

Rope marks.

## **BEHAVIORAL**

Wary of physical contact with adults;

Affection inappropriate for age Extremes in behavior, aggressiveness/withdrawal;

Expresses fear of parents;

Reports injury by parent;

Reluctance to go home;

Feels responsible (punishment "deserved");

Poor self-esteem;

Clothing covers arms and legs even in hot weather.

## **Indicators of Sexual Abuse**

### **HISTORICAL**

Vague somatic complaint;

Excessive school absences;

Inadequate supervision at home;

History of urinary tract infection or vaginitis;

Complaint of pain; genital, anal or lower back/abdominal;

Complaint of genital itching;

Any disclosure of sexual activity, even if contradictory.

### **PHYSICAL**

Discomfort in walking, sitting;

Evidence of trauma or lesions in and around mouth;

Vaginal discharge/vaginitis;

Vaginal or rectal bleeding;

Bruises, swelling or lacerations around genitalia, inner thighs;

Dysuria;

Vulvitis;

Any other signs or symptoms of sexually transmitted disease;

Pregnancy.

## **BEHAVIORAL**

Low self-esteem;

Change in eating pattern;

Unusual new fears;

Regressive behaviors;

Personality changes (hostile/aggressive or extreme compliance);

Depression;

Decline in school achievement;

Social withdrawal; poor peer relationship;

Indicates sophisticated or unusual sexual knowledge for age;

Seductive behavior, promiscuity or prostitution;

Substance abuse;

Suicide ideation or attempt;

Runaway.

## **Indicators of Emotional Abuse**

### **HISTORICAL**

Parent ignores/isolates/belittles/rejects/scapegoats child

Parent's expectations inappropriate to child's development

Prior episode(s) of physical abuse

Parent perceives child as "different"

## **PHYSICAL**

(Frequently none);

Failure to thrive;

Speech disorder;

Lag in physical development;

Signs/symptoms of physical abuse.

## **BEHAVIORAL**

Poor self-esteem

Regressive behavior (sucking, rocking, enuresis)

Sleep disorders

Adult behaviors (parenting sibling)

Antisocial behavior;

Emotional or cognitive developmental delay;

Extremes in behavior - overly aggressive/compliant;

Depression;

Suicide ideation/attempt.

## **Indicators of Physical Neglect HISTORICAL**

High rate of school absenteeism;

Frequent visits to school nurse with nonspecific complaints;

Inadequate supervision, especially for long periods and for dangerous activities;

Child frequently unattended; locked out of house;

Parental inattention to recommended medical care

No food intake for 24 hours;

Home substandard (no windows, doors, heat), dirty, infested, obvious hazards;

Family member addicted to drugs/alcohol.

## **PHYSICAL**

Hunger, dehydration;

Poor personal hygiene, unkempt, dirty;

Dental cavities/poor oral hygiene;

Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day;

Constant fatigue or listlessness;

Unattended physical or health care needs;

Infestations;

Multiple skin lesions/sores from infection.

## **BEHAVIORAL**

Comes to school early, leaves late;

Frequent sleeping in class;

Begging for/stealing food;

Adult behavior/maturity (parenting siblings);

Delinquent behaviors;

Drug/Alcohol use/Abuse

### First Amendment Rights

The Board of Education recognizes that students have the right to express themselves verbally, in writing, and by posting of materials in the schools. Such expressions shall be done in a judicious manner and shall be subject to review by the appropriate authority to determine that the content and the form are not obscene, libelous, vulgar or substantially disruptive to the educational process.

Policy adopted: September 14, 1999  
Policy updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut

### First Amendment Rights

1. The intent of the Board's policy is to encourage student expression in school-sponsored, classroom, and other activities. The administration is charged to create an oversight process that would disallow only those forms of expression that would be judged obscene, libelous, seriously disruptive, or vulgar, and thus, interfere with legitimate pedagogical process.
2. If the principal or his designee decides to disallow the student(s) expression, the student may appeal such action to the decision-maker(s). The appeal should take place within three school days of request.
3. Should the decision-maker(s) uphold the original decision, the student(s) may appeal to the principal. (If the decision-maker is the principal, the student would go directly from step 2 to step 4). The appeal should take place within three school days of request.
4. If all appeals at the school level uphold the original decision, the student may apply for a review of the decision to a panel consisting of the Assistant Superintendent and the student representative to the Board from the high school that is involved in the review question. The panel should respond to the student(s) within five days of receipt of the request for review.
5. The appeal process must be completed in a timely fashion so that the mechanics of due process do not accomplish a rejection de facto.
6. These regulations will be published in the student handbook annually.

Obscene:	those expressions that contain overt or explicit displays of sex
Seriously disruptive*:	those expressions that advocate violence, use of alcohol or drugs attack individuals, races, religions, creeds, ethnic or sexual groups, or others
Libelous:	those expressions that contain unsubstantiated character assaults on individuals or groups of people statements that are personally insulting

**For administrative guidance, herein are illustrated terms used in #1:**

Vulgar:	those expressions that use sex, anatomy or slurs in the form of "jokes," parodies or other forms that degrade individuals, racial, ethnic, religious or sexual groups expletives lewdness
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Regulation: September 14, 1999

HARTFORD PUBLIC SCHOOLS

**\*In the opinion rendered in Hazelwood, the judges stated that the criteria for determining what is seriously disruptive must be concrete. "Undifferentiated fear or apprehension is not enough to overcome the right of freedom of expression."**

Regulation updated: November 1, 2005

Hartford, Connecticut

### *SCHOOL LOCKERS*

*Each student is assigned a locker in his/her cluster area. Lockers are the property of the **Hartford Magnet Trinity College Academy** and are loaned to students for their convenience during the school year. Lockers may be opened and subject to inspection from time to time by school officials. Students are responsible for keeping the lockers clean and orderly to ensure the care and maintenance of the materials assigned to them. No defacing (i.e., stickers, markers, etc.) will be permitted. Book bags **may not** be carried from class to class.*

*Separate gym lockers are available to students for physical education, swimming, and athletic clothing. Locks and lockers are provided. If a lock is lost, a replacement lock will cost **\$5.00**. No other locks are allowed. HMTCA is **not** responsible for any lost, stolen or misplaced items in your locker.*

**These assigned items are school property and are subject to search without cause and students should have no expectation of privacy.**

**Students****Access to Student Records and Confidentiality**

*The board of education will comply with the state and federal laws and regulations regarding confidentiality, access to, and amendment of student records. The superintendent, or his/her designee, shall be responsible for developing regulations and procedures in furtherance of this policy that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.*

*Policy adopted: September 14, 1999*

*Policy updated: November 1, 2005*

**HARTFORD PUBLIC SCHOOLS**

*Hartford, Connecticut*

**Students****Conducting Research in the Schools**

*The board recognizes the importance of research and surveys as means of improving the instructional program for the district's students and also recognizes the need to monitor and control the amount of time and energy expended by both staff and students on research projects sponsored by agencies and individuals from outside the district. Therefore, external agencies or individuals desiring to conduct research studies or surveys involving either students or staff members during the school day must submit a written prospectus to the superintendent or his/her designee, for approval prior to initiation of the study. To be approved, all such research proposals or surveys must demonstrate that the projected findings will have value to either the district as a whole or to a unit within the district, and not be unduly disruptive or time consuming of the normal educational process.*

*Policy adopted: September 14, 1999*

*Policy updated: November 1, 2005*

**HARTFORD PUBLIC SCHOOLS**

*Hartford, Connecticut*

***Students  
Conducting Research in the Schools***

**Application Procedures**

*Any individual or organization wishing to conduct a research, evaluation, survey, or test development project involving students or staff of the Hartford Public Schools must submit a letter of application to the Superintendent of Schools containing the following information:*

- 1. A description of the study, no more than three pages in length. The following information should be included:
  - a. Rationale and objectives;*
  - b. Population or subjects to be studied;*
  - c. Educational intervention (if any);*
  - d. Data collection procedures including what data will be collected, who will do the data collection, and how much student and/or staff time will be needed;*
  - e. Potential benefits to the District which may accrue from this project;*
  - f. Plan for obtaining informed consent;*
  - g. Plan for providing feedback and/or debriefing subjects and parents.**
- 2. Samples of all instruments and/or instructional materials to be used;*
- 3. Sample of informed consent letter(s) (See Appendix A);*
- 4. Timelines or schedule of events for the project.*

**Review Process**

*Completed applications will be reviewed by the Superintendent of Schools or designee and such other personnel as may be necessary to evaluate the feasibility of conducting the proposed study in the Hartford Public Schools. A minimum of three weeks is required for review of the proposal*

*The Superintendent or designee will consider the following questions in deciding whether or not to approve the request.*

- 1. Can the research be carried out without interfering with the teaching-learning process for students or staff?*
- 2. Can school time reasonably be devoted to the request?*
- 3. Are the instruments and/or instructional materials appropriate for use in the school setting?*
- 4. Are the dignity and personal rights of those who would be involved in the study protected?*
- 5. Is there any potential for invasion of privacy of students, families or employees?*
- 6. Does the informed consent letter provide a clear and accurate description of the research?*
- 7. Does the request contain a convincing statement of how the research may be useful*



**Students**

**Conducting Research in the Schools**

8. *Is the research relevant to the mission of the school district rather than relevant to the goals of the sponsoring individual or agency?*
9. *Does the proposal appear feasible?*
10. *Does the design of the proposal achieve what is expected?*
11. *Is the proposal consistent with District policies?*
12. *Has the proposal been approved by the institution or funding agency with which the research is affiliated? If applicable, has the research been approved by "rights of human subjects" or other institutional review committee?*
13. *Does the research plan ensure confidentiality of sources of data?*

**Approval and Monitoring Procedures**

*If the proposed study passes the initial review, the following steps will be taken:*

1. *Contact principals/program managers in schools/programs where the study might be conducted. The written description of the project and other supporting materials will be sent to the principal/program manager for review. If the proposed study passes the principal's review, it will be returned to the Superintendent or designee for final approval.*
2. *A letter will be sent to the research applicant giving approval to conduct the proposed project in the school(s) programs(s) designated. A copy of this letter will be sent to each principal/program manager involved.*
3. *The research applicant will contact the principal(s) /program manager(s) to make arrangements for conducting the study.*

***It is expected that the researcher will conduct the project in accordance with the procedures as outlined in the approved proposal. The researcher is also expected to keep the principal/program manager and the Superintendent of Schools informed regarding the progress of the data collection and to submit a written report of the project when it is completed.***

***Students***

***Conducting Research in the Schools***

***Suggestions for Informed Consent Letters***

1. *Introduction of the researcher, institutional affiliation, source of funding, and any other pertinent information (e.g., part of doctoral dissertation research);*
2. *Purpose of the study stated in simple English avoiding jargon and unnecessary details;*
3. *Description of what the subject will be doing, where, when and for how long;*
4. *A sample "invitation" to participate in the study;*
5. *Assurances about confidentiality and independence of research from grades, school records, etc., if appropriate;*
6. *The assurances necessary under "rights of human subjects" regulations;*
7. *A name and number of someone to call, if there are questions about the study.*

*If you like, you may mention that your research has been approved by the District, or that the District and the school have agreed to cooperate in your study.*

***The consent form should be a tear-off so that a parent or subject can keep the description of your study for reference. The consent form should provide spaces for the subject's name, the name of the person signing for the subject, the name of the investigator asking for consent, and the date that the form was signed. It is generally helpful to provide a space to check "do or do not" consent, so that non respondents can be distinguished from those not giving consent. Also, it is wise to indicate where and how the consent form is to be returned.***

*Policy adopted: September 14, 1999  
Policy updated: November 1, 2005*

***HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut***

## **SOCIAL MEDIA**

The Board of Education recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in this policy is intended to limit an employee's right to use social media under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between this policy and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees' personal use of social media, will not be a legal or policy issue. While a policy cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- 1) interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees; or
- 5) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

### **Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

ADOPTED: June 21, 2016

REVISED: \_\_\_\_\_

## **TELEPHONE SERVICES**

*Our office telephones are used for business calls only. The telephone located at the security desk in the main lobby is available for students who need to make a non-social call. Calls may be made before or after school, or during lunch with the permission of the lunch supervisor. Students may use the teacher's telephone **only** with permission and only in an emergency. **STUDENTS ARE NOT ALLOWED TO LEAVE CLASS TO USE THE TELEPHONE.** In order to eliminate classroom disruptions, **students will not be called out of class to answer telephone calls.** We suggest that you communicate with your child before they leave for school. We understand that there are times when plans change, so in the event that you must leave a message for your child, please do so early enough that we may try to deliver the message at lunch or before the end of the day. If there is an emergency, the guidance office, security officers or administration will assist in locating the student.*

## **TEXTBOOKS**

*Students are responsible for all materials loaned to them during the school year. Students are required to treat and use textbooks, library books, and school materials with care. Students are required to keep books **covered** at all times, with name and grade in ink on the inside cover. If students lose or damage any books, they will be held financially accountable for any loss or damage. **Books may not be distributed to students who have outstanding debts due to lost/damaged materials. The student may use a book in class, and remain after school to complete work.** If a student is transferring out of the school, they must return all books or pay for the replacement of books before any records are forwarded to the new school.*

## **TRANSPORTATION**

### ***Behavior Expectations on the Bus***

*The bus driver is responsible for maintaining orderly behavior of students on the bus and is expected to report incidences of misconduct to the administrators. Students who fail to follow the rules and regulations of the bus endangering the health, safety, and welfare of other riders must attend Bus Safety School. **School administrators have the authority to suspend the riding privileges of the student. If a student is suspended from riding the bus, the parent/guardian is responsible for transportation to and from school during that period.** See HMTCA Policy on Student Use of Transportation, p. 25, 26.*

## **VALUABLES**

***All articles and valuables are brought to school at the owner's risk. The school is not responsible for any lost money or valuables.** Money and valuables should not be kept in lockers. However, when students are in physical education, these must be kept in lockers or left with the instructor.*

# ***FORMS***

**Computer Systems and Electronic Information Resources Student Acceptable Use Agreement:**

I, \_\_\_\_\_,

(Print student's name here) as a user of the HMTCA electronic information resources and computer networks, have read, accept and agree to abide by the Policy on Student Use of HMTCA Computer Systems and Electronic Information Resources.

1. I will use electronic information resources only for education research purposes, and only as those purposes are consistent with the curriculum and educational objectives of HMTCA.
2. I will use electronic information resources in a responsible, ethical and legal manner at all times.
3. I will use electronic information resources only with the permission of the supervising teacher or staff member.
4. I will use only the student email account provided for me. I **will not** access any outside/internet email account while at school.
5. I will be considerate of other electronic information users and their privacy and I will use polite and appropriate language at all times while accessing and using these resources.
6. I **will not** give out any personal information about myself or anyone else while using these resources unless approved by the instructor monitoring the use of their resources.
7. I **will not** give out any telephone numbers or passwords.
8. I **will not** knowingly degrade or disrupt electronic information resources, services or equipment, and I understand that such activity may be considered to be a crime and includes, for example, tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks or network services.
9. I will report all security problems I identify while using these resources to my teacher or to the school staff who is monitoring my use of these resources.
10. I will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the regular school environment (i.e. playing computer games. using chat rooms, installing software or visiting unauthorized websites)
11. I am aware that the inappropriate use of these resources is a violation of HMTCA rules and can be a violation of local, state and federal laws and that I may be prosecuted for violating those laws.
12. I **will not** use other persons' information as my own. I will always give credit to the original creators of the information I find online.
13. I will abide by all copyright laws and will seek assistance if a question arises.

I have read the Student Acceptable Use Agreement and discussed them with my parent(s)/guardian(s). I understand them and I will follow them.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have read the Student Acceptable Use Agreement and discussed them with my Child. They understand them and will follow them.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Los sistema Computarizado Electrónico e Informativo de HMTCA Acuerdo de Uso para el Recurso Estudiantil:***

Yo, \_\_\_\_\_,

(Imprimir el nombre del estudiante aquí) del salón hogar \_\_\_\_\_ como el usuario de los recursos de la información electrónica de HMTCA y la cadena de ordenadores, he leído, y acepto la póliza en el Uso del Recurso Estudiantil del Sistema Computarizado Electrónico e Informativo de HMTCA.

1. Utilizaré recursos de información electrónica solamente para los propósitos de la investigación de la educación, y solamente con esos propósitos estaran consistentes con el plan de estudios y los objetivos educativos de HMTCA.
2. Utilizaré recursos de la información electrónica en una manera responsable, con ética y en forma legal todo el tiempo.
3. Utilizaré recursos de la información electrónica solamente con el permiso del de un maestro/a supervisado o miembro de la facultad o del personal.
4. Seré considerado de otros usuarios de la información electrónica y su aislamiento y yo utilizaré un lenguaje cortés y apropiado siempre mientras tenga acceso y a estos recursos.
5. No daré ninguna información personal sobre mi o de la cualquier otra persona mientras esta usando estos recursos a menos que sea aprobado por el instructor que supervise el uso de sus recursos.
6. No daré de ningunos números o contraseñas de teléfono.
7. No degradaré ni interrumpiré con conocimiento recursos de la información electrónica, servicios o del equipo, y entiendo que tal actividad puede considerarse un crimen e incluye, por ejemplo, tratar de forzar con hardware y software, destruir o la modificar datos sin el permiso, invocando virus en la computadora, intentando tener acceso a las redes o a los servicios de red restringida o desautorizadas.
8. Reportaré todos los problemas de seguridad que encuentro mientras este usando estos recursos a mi maestro/a o al personal de la escuela que está supervisando mi uso de estos recursos.
9. Siempre actuaré responsable y evitaré todas las actividades que se consideren ser inadecuadas en el ambiente de escolar.
10. Soy enterado/a que el uso inadecuado de estos recursos puede ser una violación de las leyes locales, estatales federales y que puedo ser procesado por violar estas leyes.
11. No utilizaré la información de otras personas como mi propia información. Siempre daré crédito al creador original de la información que encuentro en línea.
12. Seguiré todas las leyes de derecho de copia y buscaré ayuda si se presenta una pregunta. He leído las reglas y las he discutido con mis padres o encargados). Las entiendo y las seguiré.

He leído el acuerdo aceptable del uso del estudiante y los he discutido con mis padres o encargado. Entiendo que ellos y yo los seguiremos.

Firma del estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

He leído el acuerdo aceptable del uso del estudiante y los he discutido con mi hijo/a. Entiendo que el/ella y nosotros los seguiremos.

Firma del padre/encargado: \_\_\_\_\_ Fecha: \_\_\_\_\_

## ***Policy on Student Use of Transportation:***

STUDENT NAME: \_\_\_\_\_

ADVISORY: \_\_\_\_\_

### ***Expectation and Rules***

*The bus driver is responsible for transporting the students from one location to another, maintaining orderly behavior on the bus, and is expected to report incidences of misconduct to the administrators.*

*Students are responsible for obeying the following handbook rules:*

- 1. FOLLOW THE DIRECTIONS OF THE DRIVER AT ALL TIMES***
- 2. Swearing*** at each other, the driver, or out the window is not permitted.
- 3. No hitting, touching or slapping*** at any time.
- 4. Alcohol, drugs or smoking*** are prohibited.
- 5. Stay seated at all times and do not throw any objects*** on the bus or out the windows.
- 6. Students causing any damage to the bus will be held responsible and have to pay for repairs.***
- 7. Be prepared for your bus in the morning*** by arriving to your stop early.
- 8. Follow the rules of HMTCA at all times.***
- 9. Follow the HPS Code of Conduct at all times.***

### ***Consequences***

*All rules violations are subject to the consequences stated in the Hartford Public Schools Code of Discipline. The administrators have the authority to issue, but are not limited to, the following consequences for violation of the rules:*

- 1) Friday Afternoon Detention***
- 2) Temporary suspension of the riding privileges of the student. (If a student is suspended from riding the bus, the parent/guardian is responsible for transportation to and from school during that period)***
- 3) Removal of student from field trips that involve bus transportation***

*I have read the Student Use of Transportation Agreement and discussed it with my parent(s)/guardian(s). I understand the rules and consequences and will follow them.*

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I have read the Student Use of Transportation Agreement and discussed it with my child. They understand the rules and consequences.*

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Reglas del Uso de Transportación Escolar de HMTCA**

Nombre del Estudiante: \_\_\_\_\_ Salón Hogar: \_\_\_\_\_

### **Reglas**

*El chofer del autobús es responsable de la transportación de los estudiantes de un lugar a otro, de mantener a los estudiantes en el autobús bajo control, y reportará a cualquier estudiante que no se comporte según esperado a la administración.*

*Los estudiantes serán responsables de seguir las siguientes reglas:*

- 1. SIGAN LAS INSTRUCCIONES DEL CHOFER A TODO MOMENTO.**
- 2. Lenguaje vulgar** usado entre estudiantes, hacia el chofer, ó a personas fuera del autobús no es permitido.
- 3. No se permite el contacto físico inapropiado** en ningún momento.
- 4. El uso de alcohol, drogas, ó fumar** está prohibido.
- 5. Manténgase sentado durante el viaje y no tire ningún objeto** en el autobús ó por la ventana del autobús.
- 6. Cualquier estudiante que haya causado daño al autobús será responsable de pagar por el daño.**
- 7. Estudiantes deben de estar preparados para el autobús en la mañana,** lleguen a su parada de autobús a tiempo.
- 8. Sigán las reglas de HMTCA a todo momento.**
- 9. Sigán las reglas del Código de Conducta de las Escuelas Públicas de Hartford a todo momento.**

### **Consecuencias**

*Todas las violaciones serán sujetas a las consecuencias del Código de Conducta de las Escuelas Públicas de Hartford. Los administradores tienen la autoridad de imponer una ó más de las siguientes consecuencias por romper las reglas:*

- 1) Detención los viernes por la tarde.(3:25-6:00p.m.)*
- 2) Revocar temporalmente el privilegio del estudiante de usar transportación escolar. (Si un estudiante pierde el privilegio de usar transportación escolar, el padre/encargado es responsable por la transportación del estudiante á y desde la escuela por ese periodo).*
- 3) Remover al estudiante de todas las giras que tengan que usar transportación escolar.*

*He leído la Reglas de Transportación Escolar y he hablado sobre ellas con mi(s) padre(s)/encargado(s). Entiendo las reglas al igual que las consecuencias y las seguiré.*

Firma del Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

*He leído las Reglas de Transportación Escolar y he hablado sobre ellas con mi hijo/a. El/ella entienden las reglas al igual que las consecuencias y las seguirán.*

Firma del Padre/Encargado: \_\_\_\_\_ Fecha: \_\_\_\_\_