



School Information & Procedures

School Hours

We look forward to beginning each day in a safe and secure manner. To ensure proper supervision, **students should arrive at school no earlier than 8:30 a.m. (no supervision)** and should go directly to the playground. The bell rings at 8:35 for middle school students to enter the building and at 8:40 for grades K-5 to go to their lockers. In the event of inclement weather, students may go to their classrooms at 8:30 and will be supervised by their classroom teachers. **Middle school students will be tardy as of 8:40 and students in grades K-5 will be tardy as of 8:45.**

Full Day:	Early Dismissal Day:
8:35 a.m. - Middle School Bell (Gr. 6 – 8)	8:35 a.m. - Middle School Bell (Gr. 6 – 8)
8:40 a.m. - K - 5 Bell	8:40 a.m. - K - 5 Bell
12:00 p.m.- Lunch, 4-5; Recess, K-3	12:21 p.m.- M.S. Block; K-3 Recess, 4-5 Lunch
12:30 p.m.- Recess, 4-5; Lunch K-3, 6-8	12:51 p.m.- K-3 & 6-8 Lunch, 4-5 Recess
3:20 p.m. - End of School, Grades K - 8	1:20 p.m. - End of School, K – 8

Pre-School hours are 8:45–11:30. Three year olds attend Tuesday and Thursday. Four year olds attend Monday-Friday. Please see page 13 for late opening, early dismissal and in-service day schedules. **Now that we have moved to a bigger room down the hall, drop off and pick up will take place at the front door so parents don’t need to park and come in.**

Attendance (Please see Hartland B.O.E. Policy #5113 for further details concerning attendance.)

Connecticut State law requires parents/guardians to ensure that their children attend school regularly during the hours school is in session. Learning experiences that occur in the classroom are meaningful and essential components of the education process. Time lost from class tends to be irrevocable in terms of opportunity for instructional time. The Board of Education requires that accurate attendance records are kept. A student should not be absent from school without the parent’s or guardian’s knowledge and consent. Parents and guardians should write a verification of absence. Parents/guardians will be contacted by the school nurse to confirm a student’s absence whenever a parent/guardian has not notified the school.

A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials. Such documentation includes 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 a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

B. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reason:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of absence);
2. Student’s observance of a religious holiday;
3. Death in the student’s family or other emergency beyond the control of student’s family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by a District administrator and to be in accordance with Connecticut State Department of Education guidance;

Absence & School Work

Students who are absent from school are responsible for completing work missed and are encouraged to seek out their teachers for assistance in the timely completion of assigned learning tasks. In cases where an absence is unanticipated, requests for school work should be directed to the office the morning of the absence. Teachers will assemble school work that will be sent to the office for pick up at the end of the school day. In the case of anticipated excused absences, an advanced notification of two days is appreciated as this will allow time for teachers to assemble assignments and materials.

Students in Grades 6 – 8 must meet with their teachers during homeroom or during the middle school block on the first day back to school to hand in assignments for anticipated absences and/or obtain assignments missed due to unanticipated absences. Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work should be completed as soon as possible so the student is prepared for the subsequent lessons. It must be completed within five days after the student returns to school. Students who will miss schoolwork due to vacations taken when school is in session are responsible for giving teachers enough time to gather work that will be missed. The completed work is due on the day the student returns, unless an alternate due date was established with the teacher in advance.

Morning Drop Off Routine

Parents/Guardians who elect to drive their children to school may drop them off at the front door after 8:30. Vehicles dropping off students need to remain in single file to the right of the painted lines designating the drop off area. Please do not let students out of the vehicle until they are in the designated area. **Preschool students will be greeted at the drop off by school staff. PLEASE DO NOT PASS A BUS WHEN THE STOP SIGN IS DISPLAYED.**

Tardiness

Prompt arrival at school is a basic expectation that sends an important message to students that effective work habits, including punctuality, are significant aspects of their learning and future success. **Middle school students will be tardy as of 8:40 and students in grades K-5 will be tardy as of 8:45.** Students who are tardy must report to the office before being admitted to class. Tardy students are not admitted to the class without a tardy pass.

Should students habitually arrive late to school (more than four times in a trimester), or accrue three or more unexcused absences in a trimester, parents and students shall be required to meet with the principal and school nurse to develop a plan to help address the situation. Detention or other disciplinary measures may be imposed as a result of habitual patterns of poor attendance.

Parent Pick-up

Walkers and bike riders will be dismissed first. Then students being picked up by parents will be dismissed to the gym, where they will be supervised as they get into parents' vehicles from the gym door closest to Town Hall. Parents will line up their vehicles on the outer perimeter of the parking lot, entering from the north side of Town Hall, and exiting from the south side. Parents will wait for their children to be dismissed to the cars in the order the cars are lined up.

Special Dismissal

Permission for any student to leave the building early must be secured through the office in writing by the parent or guardian. No pupil is to be off the school premises without permission during regular school hours. To maintain the safety of all children, the parent or guardian requesting early dismissal must come in person to the school office, complete the sign out book. Please remain in the office while waiting for your child. The parent or guardian should be recognized by child and teacher, principal, or school secretary. In the event that office personnel does not recognize the person who is picking up a student, identification will be required. **AGAIN, PLEASE NOTE THAT IF THE BUSES IN FRONT OF THE SCHOOL HAVE THEIR RED LIGHTS ON, CARS CANNOT PULL IN TO OR OUT OF THE FRONT PARKING LOT.**

Please note in those instances where dismissal plans for a student(s) change throughout the course of the day, **parents must notify the school office, not the classroom teacher, by 3:00.**

Visitors

For safety, all visitors (parents included) must stop at the main office, sign in and pick up a visitor's badge. Anyone not displaying a visitor's badge will be asked to report to the office. On scheduled parent/teacher conference days parents may proceed directly to the classroom.

Health & Safety

Illness & Accidents

The nurse is available during the school day for health related situations. When she determines that a child should be sent home, the parent or guardian is called. It is imperative that the school have two emergency phone numbers to facilitate contact.

Message from the School Nurse

Frequently throughout the school year you will be asking yourself, "Should I send my child to school today?" The problem arises when the child either is complaining of feeling sick or showing signs of illness.

We would like to suggest three reasons for making a decision to keep your child home:

1. He/she may infect the other classmates.
2. If he/she is not well physically, he/she is less likely to perform well academically.
3. He/she may be more susceptible toward picking up a secondary infection.

Keep your child home if:

1. He/she has an oral temperature of 100 degrees or higher and until his/her temperature has returned to normal (97.6 – 99.6) for a 24 - hour period.
2. He/she has a moderate to severe runny nose.
3. He/she is vomiting or having diarrhea.
4. He/she has a heavy, productive cough or earache.

The nurse or office personnel will call to ask you to take your child home at any time that it is deemed best for all concerned. Often a child who is less than enthusiastic about school will complain of stomachache, headache, etc. In those instances, you will have to use your own judgment.

Please make certain your child comes to school prepared each day for outdoor activity. If your child cannot participate in gym, we request a note from your doctor. A note from the doctor will also be considered to excuse the student from recess for the same period of time.

Please phone the school by 9:30 a.m. if your child is absent. The nurse will call you to find out the nature of your child's illness in the event that you forget to call. Also, please remember to update Emergency Phone numbers if changes occur during the school year.

You may call the Health Office at any time to discuss any health issues or concerns. The Nurse is available Monday thru Friday from 8:30 AM to 3:30 PM.

Administration of Medicines in School

All students who require medications, prescription or OTC, must have a medication form filled out by their physician and parent/guardian. All medications must be in the original containers and properly labeled. Parents should bring in enough medication for the school week, or if the child will be on the medication the entire school year, bring enough for 45 days at a time. All medications will be locked and dispensed as prescribed. We cannot allow children to carry medications in their pockets, lunch boxes etc. Please fill out a medical authorization form. No medication can be administered unless the proper paperwork is filled out. Forms are available in the Health Office and in the Appendix of this Handbook, and online.

Cough drops: Starting this school year 2018/19, the school nurse will no longer provide cough drops for students. If you wish for your child to use cough drops, a cough drop form must be filled out by a parent or guardian for the time period they will be used, and cough drops must be sent in from home. The form will only last for 10 days, and another one can be filled out after that point. If you wish for your child to have cough drops throughout the entire school year, please have their pediatrician fill out a medication form. A copy of both of these forms is available on the website.

This procedure complies with the Connecticut State Department of Education law on the administration of medicine in public schools in accordance with Public Act No. 723 enacted by the State Legislature.

Since it is the law, no medication will be given to a student unless the above requirements are met. This law is in effect for the protection of your child. (Board Policy #5141.21)

Lunch

Students in grades K-8 have a thirty minute lunch period. In order to ensure that student wellness is addressed, children should wash their hands prior to lunch, remain seated and refrain from sharing foods to address potential food allergies and other dietary restrictions. Beverages that contain excessive amounts of caffeine, such as “energy drinks” are not permitted. Students who wish to purchase hot lunch must have the orders in by the Tuesday of the previous week. Please see the school website for menus, order forms and the application for free and reduced lunch.

Recess

Recess is an important time for students to get exercise and develop pro-social behaviors. Students exhibiting unkind, inappropriate or unsportsmanlike behavior may lose playtime and receive coaching on making better choices. Students need to wear shoes which are safe for climbing in order to use the equipment.

Grades K-5 have a thirty minute midday recess period. Supervision during the noon recess is provided by paraprofessionals. Additional recesses are at the discretion of the classroom teacher.

Children are to leave the building for the playground in a quiet, orderly manner and return to the building in the same fashion. Students are not to return to the building during recess periods for any reason without the permission of a teacher or a paraprofessional.

Celebrations at School

Hartland School is committed to the goal of providing a healthy nutritional environment for our children. When food becomes part of a classroom celebration, care should be taken to provide healthy choices. Non-food alternatives are encouraged.

Electronic Devices

Per Board of Education Policy 5131.8, in order to maintain a purposeful and focused learning environment, electronic devices of any kind are not permitted to be used in school or during any school-sponsored events/activities (including field trips) without teacher permission. **Upon entry into the building these devices must be turned off, stored in backpacks, and then are to remain in lockers.** Electronic devices that are not stored as indicated will be sent to the school office and disciplinary actions may result. Parents/Guardians will need to come to the school to pick up the device. The school principal shall have the authority to further restrict possession of electronic devices in school, on field trips and on school buses. The school principal may grant individual students permission to use electronic devices and outline condition of their use upon advanced approval based on unique circumstances or in case of emergency.

Pets/Animals

To ensure the safety of our members of the school community, animals may not be brought to school.

Outdoor Rules for use of the Playground and Playscape

Physical development, social interaction, and cooperative play are important aspects of our students’ lives. In order to ensure the health and safety of all students, we expect the following playground rules to be followed:

1. Objects (stick, stones, snowballs, etc.) should not be thrown on the playground.
2. Only non-contact games should be played.
3. Playground equipment should be used properly (i.e. sitting on swing, sliding not running up/down slides.)
4. Snow play is reserved only for those children dressed in “snow gear.” Children unprepared for snow play are to remain on the plowed area of the playground.
5. Children are not permitted to consume food while running or playing.
6. Baseballs should not be brought to school.
7. All children must remain in the playground areas during all recess periods (off-limit areas include the wooded areas, the north side of the school, and the parking areas).
8. Students must have the permission of a teacher or paraprofessional before leaving the playground area to re-enter the building.
9. **Sneakers are required for equipment.**

Students should be considerate of adults and each other and adhere to established play rules at all times.

Fire Drills, Stay-Put Drills and Safety Procedures

In all cases, when the fire alarm sounds, classes should follow the exit directions posted in the classroom. Students should assemble in orderly lines when their designated safety area is reached. Similarly, stay-put drills follow established procedures and are held regularly. Students are expected to follow the directions of their teachers at all times. Students, who are with a special teacher or paraprofessionals during fire and stay-put drills, are to stay with that special teacher or paraprofessional who will be responsible for their safety. Systems are in place to account for the presence of every student.

Bus Procedures

Students may only ride their assigned bus. In the event that a parent wishes a child to ride on a bus other than the one to which the student has been assigned, due to an established day-care arrangement, the parent must submit a written permission request to the classroom teacher, which is then turned into the office with the daily attendance sheet. Office personnel return approved slips to the classroom teacher's mailboxes, and classroom teachers return these slips to the children at dismissal for submission to the appropriate bus driver. Please provide the correct house number and street when submitting a request for your child to ride a bus other than their assigned bus.

The standard for appropriate bus behavior is as follows:

1. Students must stand at their bus stops 10 feet from where the bus will stop, out of the line of oncoming traffic.
2. Students must enter the bus in line and in an orderly manner.
3. Students must walk to their seats promptly and must remain in their seats for the entire bus ride, and must not extend, hands, arms or heads outside bus windows.
4. Students must not throw things in the bus or out of the windows.
5. Large items or book bags may not be placed in the aisle of the bus.
6. Students must remain orderly while on the bus in order to maintain a safe bus ride.

The driver is in complete charge of the bus and the children being transported. The driver may make changes in seating, arrange for discipline as it is required, and may take all reasonable steps to ensure the safety of the bus and passengers. School behavioral standards are to be followed by students while riding on the bus. Inappropriate language or behavior of any kind is not tolerated. **Students who are referred by the driver three or more times may lose bus privileges.** Violation of the rules of safety or conduct may result in detention or a suspension of bus privileges. It is important that the ride to our school be both safe and pleasant. To this end, bus drivers will provide daily reports to the school of any safety issues and student misbehaviors. **Students are encouraged to report problems to the bus driver and the principal.**

Bike Riding

Students who ride their bikes to school are to park them in the bike racks. While on school property, students should walk the bikes to and from the racks. Bicycle safety rules include:

1. Riders should obey all traffic rules including stopping at stop signs.
2. **Helmets must be worn in compliance with State law.**
3. Riders should keep to the right side of the road and ride near the curb so that cars and buses may pass safely.
4. Riders should slow at intersections, signal when turning, never weave in or out of traffic, and never go from one side of the road to the other.
5. Riders should never touch a passing car or bus or ride near people walking on the road.

Hartland School Code of Conduct

The administration, faculty, staff and parents of Hartland School are dedicated to helping our children learn and grow in an atmosphere of high academic standards within a learning environment that is physically, emotionally, and intellectually safe. Toward that end, we regularly refer to our Hartland School Code of Conduct. Years ago, in developing the Code of Conduct, the children created sets of classroom rules, and from these rules, and with the help of our Student Council, our Code of Conduct, *Be safe, Be respectful and Be ready to learn*, took shape.

The chart below, illustrates the students' work:

Code of Conduct Responsibility	Rules
<i>Be safe</i>	To be safe, students listen and follow directions, use materials and supplies for their intended purposes, move from place to place with care and self-control, remain in designated areas for work and play and do not have inappropriate contact with others.
<i>Be respectful</i>	To be respectful, students treat adults and peers the way that they would want to be treated, take turns, share time, space and materials, communicate using only kind, courteous and appropriate language, gestures and tone, follow the school dress code, do not chew gum, handle school property and materials with care, follow directions in a timely and cooperative manner, and take responsibility for their words and actions.
<i>Be ready to learn</i>	To be ready to learn, students listen, actively participate in class and arrive at school on time each day prepared with books, supplies and completed assignments. Systems developed by teachers to record and/or transport paperwork and assignments will be maintained with growing independence.

As children encounter new situations, they can at times, make mistakes in their judgment. At these times, in addition to adult guidance and redirection, children will be provided with clear, appropriate, and meaningful consequences to help them to avoid making mistakes in the future. Consequences may include, but are not limited to, measures such as, a verbal or written apology, lunch detention, loss of recess or other privileges, and suspension. Additionally, children who need adult assistance in building confidence and independence in their peer interactions will be provided with strategies to appropriately respond as needs arise. At Hartland School, we view these situations as opportunities for students to develop and mature and stand ready to work together to redirect them in productive, positive ways with the goal to assist them to be capable, responsible and compassionate members of the school community.

Golden "H" Award

This school-wide award is presented to individual students or classes in recognition of exemplary citizenship as outlined by the Hartland Code of Conduct. Nominations are made and reviewed by faculty and staff, thus, receiving this award is among the most noteworthy distinctions at Hartland School. The Hartland School Golden "H" Awards are presented during the final school-wide assembly.

Homework

Homework is intended to enhance the student's knowledge in the various subject areas. The assignment of homework and its impact on grades will vary in accordance with grade level and subject matter.

Homework times generally range from ten minutes to ninety minutes of activity as follows*:

Kindergarten: occasionally

Grade 1: 10 – 15 minutes

Grade 2: 15 – 20 minutes

Grade 3: 20 – 30 minutes

Grade 4: 30 – 40 minutes

Grade 5: 40 – 50 minutes

Grade 6: 50 – 60 minutes

Grade 7: 60 – 90 minutes

Grade 8: 60 – 90 minutes

*(Board Policy #6154)

These times do not include reading, a critical part of developing strong reading skills and behaviors. Students' progress is directly correlated to the amount of words they read to others and to themselves. As students gain skill and confidence the amount of sustained, independent reading should gradually increase.

Parent Conferences

Attendance at Parent Conferences is an important part of the educational process. Parents are welcomed and strongly encouraged to participate in the twice yearly conferences. Conferences are held when report cards are issued for the first and second marking periods. Days set aside for conferences are listed on the school calendar. On the days designated as Parent Conference Days, students are dismissed at 1:20.

Parents/Guardians will receive an email message inviting them to schedule their conferences online. This email will include a link to the scheduling website, as well as instructions for how to schedule your conferences. Any individuals who do not have email will be invited to visit the school to schedule conferences prior to the fall and winter report cards and conferences.

Parents/Guardians and teachers may also choose to meet at any time throughout the school year if a conference is desired.

Progress Reports/Report Cards

Progress reports (report cards) are issued to parents of students in grades K - 8 three times a year. Pre-School* students receive two progress reports. Teachers use the following guidelines when determining student progress:

Kindergarten & Grades One through Five:

Social Development & Work Habits Marking Symbols:

- C- Consistent
- S- Sometimes Observed
- I- Improvement Needed

Academic Grading Rubric:

- BG- Beginning- Limited mastery of concepts and skills; performance below grade level expectations
- AP- Approaching- Basic mastery of concepts and skills; performance approaching grade level expectations
- PR- Proficient- Solid mastery of concepts and skills; consistent performance at grade level expectations
- EX- Excels- Superior mastery of concepts and skills; consistent performance beyond grade level expectations
- IN- Incomplete- Grade will be determined upon completion of assignments due

*The Pre-School report is a unique document due to the developmental needs of this age group, and is aligned to the Connecticut Early Learning and Development Standards.

Grades Six, Seven & Eight:

Students in grades six through eight receive a grade for each subject area listed on the progress report. Power School is a powerful online grading platform. Middle school students and parents/guardians should access it throughout the year to monitor academic progress. Students are encouraged to check their grades regularly and to contact teachers with questions or for help. Proactive self-advocacy is a vital part of high school, college and/or career success.

Grading:

A+	100-97	C+	79-77
A	96-94	C	76-74
A-	93-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66-64
B-	83-80	D-	63-60
		F	59- 0
		I	Incomplete

Power School

Power School is an online school data and grading platform. Teachers in grades 6-8 post graded assignments on an ongoing basis. Students and parents/guardians are encouraged to monitor grades through the portal which is provided to Middle School students and families at the beginning of each year. Instructions for logging in and tips for making the most of this resource are covered in school, at Middle School Curriculum Night and are posted on our website. They include:

- * Parents/guardians are encouraged to actively coach students on appropriate and courteous ways to communicate with teachers about learning needs and other issues, helping them develop strong self-advocacy skills.
- * Please note that it takes a few days for assignments to be graded and loaded in Power School.
- * Blue text in Power School indicates that the teacher has included comments to support the students' progress.

SRBI

Scientific Research-Based Interventions (SRBI) is an approach to learning that is intended to reach all students, from students who may have a weakness in a particular area to those students who need enrichment. In order to maximize learning through SRBI, Hartland students receive differentiated instruction that is provided by classroom teachers, special area teachers, special education teachers and paraprofessionals in whole and small groups as well as in one-to-one settings. Parents/Guardians will be kept informed when their student(s) meet the criteria for additional assistance, and of progress toward identified goals.

Special Education

Hartland School has a full-time special education teacher (Mrs. Sarah Schackner) and school psychologist (Ms. Sarah Zimmerman). Other specialists include a part time Speech and Language Pathologist (SLP), Occupational Therapist (OT), and Physical Therapist (PT). Our student services team conducts special education evaluations and provides direct services for students on Individualized Education Plans (IEPs), 504 Plans, and when appropriate, general education students.

If you have any concerns regarding your student's progress, please contact their primary teacher(s) or Ms. Zimmerman. Please see the link on our webpage for more detailed information including Procedural Safeguards.

Testing Program

The school assesses students using both standardized and district-developed tests in order to obtain a continuous and objective evaluation of student growth and to assist in diagnosing areas where students need assistance. Testing instruments include:

- ❖ The NGSS Science Assessment, is administered in March to Science students in grades 5 and 8.
- ❖ Aptitude tests are administered to students in grade 3 in the spring.
- ❖ District Mathematics, Reading and Writing Assessments are administered in the fall, winter, and spring to students in grades 1 through 8. Kindergarten Assessments follow a similar schedule.
- ❖ The Smarter Balanced Assessment will be administered to students in grades 3-8 in the spring of each year. This mandated assessment will monitor student progress toward the Connecticut Common Core Standards (CCSS). Results are mailed home each year.

Library

The Library opens for student use during the first week of school. All materials and equipment that are removed from the library must be signed out in the student's name. Books are due on the date stamped and must be returned or renewed in order to check out other books. Certain books, such as reference books may not be checked out and are for use while in the media center only. Students are expected to return all books and materials; failure to do so will result in the student assuming responsibility for the value of the lost item. A parent/legal guardian may register their criticism of a library book with the school authorities by using the "Parent Request for Reconsideration of a Book Form". This form is available through the school Principal or Media Specialist. A committee will review the request and evaluate the material being questioned.

Devices and Technology

21st Century skills are a key component of contemporary education. The Computer Lab is available to all students at the discretion of the classroom teacher and the technology specialist. Students in grades 3-8 also have access to mobile Chromebooks so that the use of technology and digital media can be integrated into the regular curriculum. Two mobile labs of iPads are available to all grades.

Students in grades 3-8 receive weekly instruction in Information Technology as one of their specials. All teachers integrate digital learning into instruction and develop a wide range of opportunities for students to develop digital literacy and citizenship.

In order to ensure appropriate use of all technology, all students and parents must sign user agreements. This practice serves as an assurance that high standards are maintained at all times. Copies are included in the packet of forms sent home the first week of school. Students who fail to observe computer lab and/or Chromebook safety and usage rules and procedures will be subject to disciplinary measures that may include a suspension of their computer privileges.

After School Programs

There are a variety of enriching opportunities for student involvement after the school day. Programs involving chorus, drama, etc. are available to the students provided they have written permission to attend. All students will be notified concerning school sponsored after school activities for which they are eligible. As a component of music education, Hartland School offers several performing ensembles which students can voluntarily join.

Beginning Band: Small group instruction and full ensemble rehearsals and performance on wind band instruments are offered to all interested Grade 4 and first year students in grades 5-8.

Intermediate Band: Those students who elect to continue pursuing instruction on wind band instruments will receive group instruction, rehearse, and perform in Grades 5 & 6.

Advanced Band: Taken in lieu of General Music, Advanced Band is open to Grade 7 and Grade 8 students who wish to continue their wind band instrument instruction.

Extracurricular Ensembles

Chorus: After school chorus is open to all students in Grade 5-8.

Band: Before school Jazz Band is open to students in Grades 5-8 who perform on a jazz band instrument, e.g. saxophone, trumpets, trombone, clarinet, piano, electric guitar, and bass guitar.

Drama Club: Is an extracurricular club which meets after school typically in the Winter and/or early Spring. The club produces a one-act or children's musical annually, and is open to students in Grades 5-8.

Homework Center

Students in Grades 5-8 who have been recommended by their teacher(s) may attend Homework Center. It is intended to support organization, homework completion, and study skills. If parents or guardians feel their child(ren) would benefit from Homework Center they are encouraged to contact the teacher(s). Homework Center runs Monday-Thursday 3:20-4:30.

Field Trips

Field trips enhance and enliven our curriculum. A written notice of the field trip giving the destination, cost, lunch arrangements, and the times of departure and return to school will be prepared by the teacher and sent home with the student. This notice contains a section to be signed by the parent/guardian giving permission for the student to take the trip. In addition, parents/guardians are required to complete the parent's consent for emergency treatment section of this form. This signed and completed form must be returned to the teacher before the student is allowed to participate in the field trip. Hand-written notes will not be accepted. Arrangements for the number of chaperones required for a trip are at the discretion of the teacher. Should any costs prove a hardship to families, the principal should be contacted. Overnight field trips have additional information needs. Should your child need medications during an overnight field trip, forms must be completed by both parent and doctor. Please consult the school nurse for necessary forms and information.

Guidelines for Apparel

Hartland School encourages the members of its learning community to dress in a way that reflects pride and respect and is appropriate for the school/work environment. In order to encourage a positive and appropriate environment we ask that the following apparel not be worn:

- ❖ Shorts, miniskirts, or pants that expose the upper thigh or undergarments
- ❖ Shirts and /or blouses, such as low cut tops that expose the lower chest or mid-section, halter tops, narrow strapped tops (the width of the straps should be at least one inch or have appropriate covering), or which are see through.
- ❖ Pants worn low so to expose undergarments
- ❖ Apparel or accessories portraying disruptive or offensive writing or pictures
- ❖ Footwear, which mars or damages floors, or is a safety or health hazard
- ❖ Hats and hoods worn indoors during school hours

Students who are inappropriately dressed will be sent to the nurse. Parents/guardians will be contacted to supply an alternative or the nurse will provide an alternative.

Communicating Concerns

The protocol for addressing concerns regarding the education and welfare of students should be as follows:

- 1. teachers/nurse**
- 2. principal**
- 3. home-school meeting with staff/principal**
- 4. if issue is not resolved, please contact the superintendent**

The home-school partnership is paramount to student success and a priority at Hartland School.

Middle School

Hartland School has high expectations for all students in both academics and personal conduct. This is especially true for middle school students who are expected to show leadership by serving as models of Hartland School citizenship for younger students. The middle school encompasses grades six, seven and eight.

Personal Responsibility & Communication

Middle School students are expected to take greater personal responsibility for their learning and behavior choices. To that end, the class schedule includes time during homeroom and middle school block for students to seek out teachers.

It is a Middle School Student's responsibility:

- to maintain a planner of upcoming assignments, projects and tests
- to monitor their academic record in Power School and set goals accordingly. (see pg. 8)
- to seek out teachers for extra help
- to make up missing work in a timely manner (see page 2)
- to inform teachers that they will be absent from class due to pre-scheduled events such as band lessons, doctor's appointments, high school "shadowing" visits, etc. (Notification must be made at least the day prior to any anticipated absence to the teacher(s) of the class(es) impacted by the absence and work missed due to the absence must be completed.)
- to hand in work from an anticipated absence the day of return to school
- to manage transitions between classes in a timely, organized fashion.

Conduct

Middle School students move through the building with much greater independence than PreK-5 students. They are expected to be courteous of other classes as they pass by and to be role models for safe and decorous behavior. Hurtful/disrespectful comments, roughhousing and public displays of affection are not permitted in any part of the building or at school sponsored events.

Conduct Reflection Forms

Should a student require time to work on behavior choices that negatively impact their progress or that of others, an office referral or lunch detention may be issued. This will include disrespectful/disruptive behavior and chronic failure to complete assignments. Students will then be required to meet with a teacher during the lunch block to make a plan to address the area of need and a copy of the Conduct Reflection Sheet will be sent home. Students who receive three or more Conduct Reflection Sheets will be required to attend a meeting with their parent(s), teacher(s) and the school principal, where additional support measures and disciplinary actions including detention and/or loss of school privileges will result. The goal of these measures is to teach appropriate conduct both academically and socially.

Academic Integrity

At Hartland School, students are expected to be safe, respectful, and ready to learn. Respectful behavior includes the practice of academic integrity. Students who practice academic integrity do not copy the work of others or allow others to copy their work. Examples of work include, but are not limited to, classwork, homework, electronic or printed text or images, as well as test answers. Consequences for students who fail to practice academic integrity will be imposed.

Lab Safety

Middle school science students and parents/guardians sign lab safety agreements and students learn appropriate lab safety procedures as part of the middle school science program. It is critically important that students understand the seriousness of these safety measures. Disciplinary consequences will take place for violations of the lab safety agreement and/or unsafe behavior in the science classroom.

Middle School Block

The Middle School Block is a study hall and extra help period intended to support students with developing the executive skills, habits and dispositions of self-directed learners. There will be varying degrees of structure and assistance during that time. Students will schedule extra help with classroom teachers to support instruction and/or make up missed work. Hartland School also provides a supported study hall in which students may work on specific organizational and study skills.

Transition to High School

Students in grades seven and eight are strongly encouraged to attend the Night of High School Exploration in October when information is presented about the high school selection and transition process. Area high schools also share information about their various procedures. Families need to submit either the Waiver Agreement for Voucher High Schools or the Designated High School Agreement form by December 1st. **Families are also responsible for registering their student(s) at the school of their choice.**

Shadowing

In order to assist eighth grade students to make their decision regarding high school selection, we encourage shadowing visits to the schools under consideration. Care should be taken to try to arrange visits during those times when Hartland School is not in session, as students are responsible for making up school work missed. If missing school is unavoidable, visits should be scheduled on those days when missing class will have the smallest impact. As the deadline for this decision is December 1st, we recommend that students visit schools under consideration by late fall. Students and their parents are responsible for scheduling visits.

Hot Lunch/Bagged Lunch & Snack

Students in grades seven and eight may have the privilege to choose one of three identified classrooms for their lunch period. Selections are made the first day of every other school week, and students are required to report to lunch in that classroom each day of those weeks thereafter. Students may bring a small morning snack to school as well. Students will learn when the appropriate snack time is when they go over schedules. Due to health and safety considerations, food may only be consumed during the times indicated and in the classrooms identified. (Students in grade six are assigned to their homeroom for lunch and snack.)

Lockers / Backpacks & Phones

Each Hartland School student is assigned a locker to store books, supplies, backpacks, outerwear, etc. Students are not permitted to carry backpacks from class to class. Lockers are built to easily accommodate all necessary items, especially if they remain litter free. **Once students enter the building all cell phones and personal devices, other than those issued by the school, must be turned off and stored in each student's backpack and locker. They may not be used during lunch or in the hallway. Inappropriate use of devices may result in their being confiscated; they will be returned to parents/guardians only.**

Middle School Honor Roll Standards

Hartland School believes in celebrating the many successes of our Middle School students in Grades 6, 7 and 8. In order to recognize the academic achievement of high achieving students, the following guidelines will serve as the standards for appointment to the Honor Roll:

HONORS

To qualify for Honors, a student must earn a grade of at least a B- in each of the core subjects Reading, Writing, Mathematics, Science, Social Studies and Spanish. In addition, a student must earn a numerical average of B- in Art, Music, P.E., Computer and Band, with no one grade below a C.

HIGH HONORS

To qualify for High Honors, a student must earn a grade of at least a B+ in each of the core subjects Reading, Writing, Mathematics, Science, Social Studies and Spanish. In addition, a student must earn a numerical average of B in Art, Music, P.E., Computer and Band, with no one grade below a C+.

DISTINGUISHED HONORS

To qualify for Distinguished Honors, a student must earn a grade of at least an A- in each of the core subjects Reading, Writing, Mathematics, Science, Social Studies and Spanish. In addition, a student must earn a numerical average of A- in Art, Music, P.E., Computer and Band, with no one grade below a B-.

The grade point value used for assigning grades and for calculating numerical averages when necessary is as follows:

A+	100-97	C	76-74
A	96-94	C-	73-70
A-	93-90	D+	69-67
B+	89-87	D	66-64
B	86-84	D-	63-60
B-	83-80	F	59- 0
C+	79-77	I	Incomplete

At Hartland School, we encourage all students to do their best. We hope that the Honor Roll will serve as an additional incentive to meet high standards.

Awards & Recognition

The Middle School experience culminates with the eighth grade graduation ceremony. At that time, graduates are recognized for participation and outstanding achievement in performing and visual arts, citizenship and academics over the course of grades six, seven and eight.

Academic achievement pins and awards are presented to students from the various disciplines. In addition, students are recognized for over-all academic achievement.

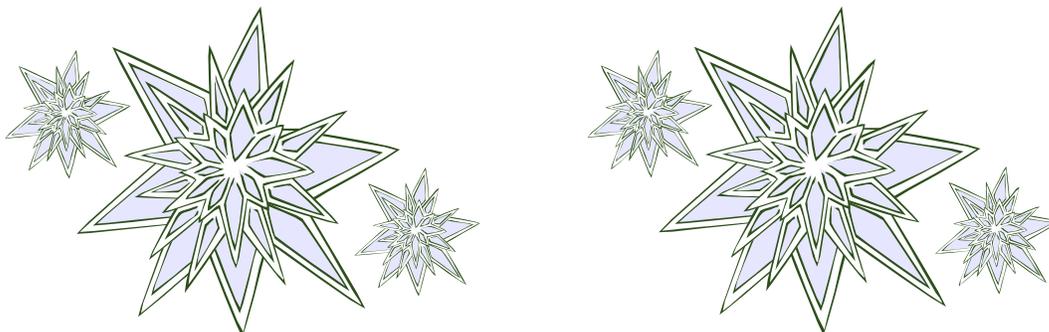
The PTO Citizenship Award: is awarded to one or two students, who have, through their daily conduct in school, demonstrated empathy and thoughtfulness towards others, as well as personal responsibility.

There are three levels of over-all academic recognition. The first two levels are part of *The President's Education Awards Program*, the third is the highest academic honor conveyed by Hartland School.

- *The President's Award for Educational Achievement* recognizes all students who show outstanding educational growth and commitment to learning, or students who have achieved a grade of A or A+ in a particular subject for each marking period in grades six through eight.
- *The President's Award for Educational Excellence* is presented to students to recognize their academic success. To be eligible for this award, students must have achieved recognition at the distinguished honors level three times in middle school, as well as achieving honor roll status every grading period in grades sixth through eight.
- *The Award for Outstanding Academic Excellence*, Hartland School's highest academic recognition, is awarded to the one student with the highest over-all academic record in the graduating class.

LATE OPENINGS, EARLY DISMISSALS & IN-SERVICE DAYS

ALL SNOW DAY, LATE OPENING AND EARLY DISMISSAL ANNOUNCEMENTS WILL BE MADE THROUGH THE AUTOMATED CALLING SYSTEM AND POSTED AT WWW.HARTLANDSCHOOL.COM.



PRE-SCHOOL 3's PROGRAM (Tuesdays & Thursdays)

Regular School Day	8:45 - 11:30
Scheduled Early Dismissal	8:45 - 10:30
Late Opening	Cancelled

PRE-SCHOOL 4's PROGRAM (Monday-Friday)

Regular School Day	8:45 - 11:30
Scheduled Early Dismissal	8:45 - 10:30
Late Opening	Cancelled

GRADES K-8

Regular School Day	8:30 - 3:20
Late Opening	10:30 - 3:20
Scheduled Early Dismissal	8:30 - 1:20

On days when there is a Late Opening, buses will run approximately 2 hours later than their usual time.

**AUTHORIZATION FOR THE ADMINISTRATION OF MEDICINES
BY SCHOOL PERSONNEL
PUBLIC ACT NO. 723 of 1969**

The Connecticut State Law and Regulations require a physician's written order and parent or guardian's authorization for a nurse to administer medicinal preparations exclusive of hallucinogens or narcotics or, in her absence, the principal or teacher to administer oral medications.

PHYSICIAN'S ORDER

Name of child _____ Date _____

Address _____ Date of birth _____

Condition for which drug is being administered _____

Name of drug _____

Amount of drug _____

Time of administration _____

Relevant side effects to be observed, if any _____

Other suggestions _____

Length of time during which medication shall be administered: From _____ to _____
(DATES)

(M.D. SIGNATURE)

(ADDRESS)

TELEPHONE # _____

**AUTHORIZATION OF A PARENT OR GUARDIAN CONCERNING THE ADMINISTRATION OF ABOVE
MEDICINES BY SCHOOL PERSONNEL**

To _____ Date _____
(Name of school)

I hereby request that school personnel give my child _____
(Name of child)

(Signature)

Street _____ Town or City _____

PHN – 85 (5-70) 2M Telephone # _____
Conn. State Dept. of Health

HARTLAND SCHOOL



NOTICE

Dear Parents,

As a requirement of federal legislation, the following is provided for your information.

Asbestos management plans have been developed for the Hartland School. These plans are available and accessible to the public at the office of the Superintendent of Schools, Hartland School.

This building has been inspected and as a result of the final asbestos abatement project of April 19, 1991, The Hartland School does not possess ACBM either suspected or known.

Anthony Distasio, Ph.D.
Superintendent of Schools

HARTLAND SCHOOL



Dear Parents,

The Connecticut State Department of Education requires all school districts to provide parents with written copy of its discipline policies including suspension and expulsion. Although not required, also included are other selected policies regarding school routine for which we receive frequent inquiries.

If you have any questions about the enclosed policies, please feel free to call the school at 860-653-7207

Anthony Distasio, Ph.D.
Superintendent of Schools

Students

Suspension and Expulsion/Due Process

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. 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. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board. In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

A. Definitions

1. "**Exclusion**" shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. "**Removal**" shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. "**In-School Suspension**" shall be defined as an exclusion from regular classroom activity for no more than ten 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. Such suspensions shall be served in the school attended by the student.
4. "**Suspension**" shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. All suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve, inclusive) shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.
A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.
5. "**Expulsion**" shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.
6. "**Emergency**" shall be defined as a situation under which the continued presence of the student in the school imposes 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.
7. "**Days**" is defined as days when school is in session.
8. "**School-sponsored activity**" is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. "**Possess**" means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. "**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.
11. "**Firearm**" means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.

12. "**Vehicle**" means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

13. "**Martial arts weapon**" means a nunchakum kama, kasari-fundo, octagon sai, tonfa or Chinese star.

14. "**Dangerous Drugs and Narcotics**" is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.

2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.

3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Suspension and Expulsion

1. A student may be suspended (in-school) or suspended (out-of-school) or expelled (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:

a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;

b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;

c. Intentionally causing or attempting to cause damage of school property or material belonging to staff (private property);

d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;

e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;

f. Deliberate refusal to obey the directions or orders of a member of the school staff;

g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;

h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;

i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;

j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;

k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section [53a-3](#), such as a pistol, knife, blackjack, etc.;

l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.

m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;

n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;

o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;

- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Unauthorized smoking.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (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 [29-38](#) and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and Kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. [53A-3](#); or the student, off school grounds, did possess such firearm in violation of C.G.S. [29-35](#) or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. [21a-240](#), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. [21-277](#) and [21a-278](#).
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. [53a-3](#) includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph C, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion. The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension. The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph C, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above. If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.
2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that the board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation or at a school sponsored activity or (2) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(a) of the Connecticut General Statutes.
 - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
6. The record of the hearing held in any expulsion case shall include the following:
 - a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
 - a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
 - b. The Board of Education shall give effect to the rules of privilege by law;
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
 - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
 - h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services.

J. Students with Disabilities

A special education student and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination. If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement. Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school. Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.
2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

K. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section [10-184](#) of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. [10-184](#). In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers person, if it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property a firearm, deadly weapon or dangerous instrument as defined in C.G.S. [53a-3](#) or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in subdivision (8) of C.G.S. [21a-240](#), whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. [21a-277](#) and [21a-278](#). If the Board expels a student for the sale or distribution of such a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of subsection (e) of C.G.S. [10-76a](#). The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen and eighteen or the parents/guardians of such student, that an expulsion hearing will be held, the notification shall include a statement that the Board is not required to offer an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

L. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.

2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. If a student in grades kindergarten to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
4. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S. [10-233d\(a\)](#). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall completed the expulsion hearing and render a decision.
6. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s). Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes

[4-176e](#) through [4-180a](#). Contested Cases. Notice. Record, as amended

[10-233a](#) through [10-233f](#) Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229 and PA 15-96.

[53a-3](#) Definitions.

[53a-217b](#) Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

BULLYING/SAFE SCHOOL CLIMATE PLAN

5131.9

The Hartland Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, 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.

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

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal 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.

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

Consistent with the requirements under state law, the Hartland 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 include, but not be limited to provisions which:

- (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 annually 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 report made under this section;
- (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;
- (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 who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

(10) 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;

(11) 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;

(12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(13) 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;

(14) 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;

(15) 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, (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;

(16) 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

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying 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.

Not later than January 1, 2012, the Hartland Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, 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:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

7/25/11

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment, teen dating violence, and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

- A. 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.
- B. 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;
- C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan 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.

II. Definition of Bullying

- A. "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same 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.
- B. 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.

III. Other Definitions

- A. "**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.
- B. "**Electronic communication**" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system;
- C. "**Hostile environment**" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual 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 a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **"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."

IV. Leadership and Administrative Responsibilities

- A. Safe School Climate Coordinator
For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:
 1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
 2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
 3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
 4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.
- B. Safe School Climate Specialist
For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School

Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, 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.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student’s identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student’s identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student’s name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement
If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to³¹ any personally identifiable student information, which is confidential information by law.

- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:

i. Non-disciplinary interventions
When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions
When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action. In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board’s Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board’s Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students
The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan; and

f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. school rules prohibiting bullying, harassment, teen dating violence, and intimidation and establishing appropriate consequences for those who engage in such acts;
 - b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
 - c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing teen dating violence as deemed appropriate for older students;
 - d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
 - e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
 - f. Student peer training, education and support; and
 - g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
 - h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
 - i. Respectful responses to bullying concerns raised by students, parents or staff;
 - j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
 - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of school employees and prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

X. Improving School Climate

Please see the Climate and Safety Committee section of our website at Hartlandschool.com for information regarding positive school climate initiatives.

XI. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified at the beginning of the school year of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*
Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Policy Approved: 12/12/11

Policy Revised: 9/8/2014

REPORT OF SUSPECTED BULLYING BEHAVIORS

Name of Person Completing Report: _____ Date: _____

Target(s) of Behaviors:

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Report Filed Against: _____

Date of Incident(s): _____

Location(s): _____ Time: _____

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number
_____	_____	_____

Have there been previous incidents (circle one)? Yes No

If “yes”, please describe the behavior of concern, the approximate dates and the location:

Were these incidents reported to school employees (circle one) Yes No

If “Yes”, to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter

Date Submitted

Received By

Date Received

For Staff Use Only:

Has reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose the student's name in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ___ No ___

Remedial

Action(s)Taken: _____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____	Date Notified: _____
Parents' Names: _____	Date Notified: _____
Parents' Names: _____	Date Notified: _____
Parents' Names: _____	Date Notified: _____

If Bullying Verified, Has Invitation to Meeting Been Sent to Parents of Students?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan? Y N

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, Invitations to Parent Meetings, Records of Parent Meetings)

8/16/11

Hartland Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Hartland Public Schools may need to disclose the name of your child and/or other information in connection this investigation which may otherwise disclose your child's identity.

(Please check one):

_____ I hereby give permission for the [_____] Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

_____ I do **NOT** give permission for the [_____] Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

**Personnel — Certified and Non-Certified
Sexual Harassment**

The Board of Education is committed to safeguarding the right of all employees within the school district to a work environment that is free from all forms of sexual harassment. Therefore, the Board condemns all unwelcome behavior of a sexual nature which is either designed to extort sexual favors from an employee as a term or condition of employment, or which has the purpose or effect of creating an intimidating, hostile, or offensive working environment. The Board also strongly opposes any retaliatory behavior against complainants or any witnesses.

Any employee who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately so that appropriate corrective action may be taken at once. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual harassment.

A copy of this policy and its accompanying regulation are to be distributed to all supervisory personnel.

Legal References: Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a)

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88

Meritor Savings Bank, FSB v. Vinson 477 US.57 (1986)

29 CFR Para. 1604.11 (EEOC)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26,1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Connecticut General Statutes

[46a-60](#) Discriminatory employment practices prohibited.

Policy adopted: December 12, 2016

Regulation

Personnel — Certified and Non-Certified

Sexual Harassment

Definitions

"**Employee**" shall mean all teaching, administrative and support personnel.

"**Immediate supervisor**" shall mean the person to whom the employee is directly responsible (e.g. principal, superintendent).

Procedures

Employees who believe they have been subjected to sexual harassment are to report the incident to their immediate supervisor. Should the immediate supervisor be the alleged harasser, the report shall be made to the next level of management. Incidents of sexual harassment may be reported informally or through the filing of a formal complaint. All reports of sexual harassment will be held in confidence subject to all applicable laws and any relevant provisions in the district's collective bargaining agreements. Consistent with federal and state law, and all applicable provisions in the district's collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment:

Informal Complaints

Employees who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the appropriate supervisor. The purpose of such a meeting will be to discuss the allegations and remedial steps available. The supervisor will then promptly discuss the complaint with the alleged harasser. Should the harasser admit the allegations, the supervisor is to obtain a written assurance that the unwelcome behavior will stop.

Depending on the severity of the charges, the supervisor, may recommend that further disciplinary action be taken. Thereafter, the supervisor is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the supervisor's report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The supervisor is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur.

Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint.

If during the supervisor's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the supervisor is to file a report with the next appropriate level of management. The report is to indicate the nature of the complaint, a description of what occurred when the supervisor informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by a formal complaint.

Should the alleged harasser deny the allegations, the supervisor is to inform the complainant of the denial and state that a formal written complaint will be required for further formal investigation. The supervisor will file a report with the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of it should accompany the supervisor's report with a recommendation for further action.

Formal Complaints

Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the supervisor originally consulted, who will then forward it to the next appropriate action level of management, e.g., the Director of Personnel, the district's business official, or the Superintendent, for action. The formal written complaint will consist of any appropriate forms and a copy of any applicable supervisor reports. The appropriate forms solicit the specifics of the complaint, e.g. date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.

Complaint Investigations

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. Complainants are to be notified of the outcome of the investigation.

Remedial Action

If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law and collective bargaining agreements. Depending on the gravity of the misconduct, these may range from a reprimand up to and including dismissal from employment. When applicable, any lost employment benefits or opportunities will be restored to the victims.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the district's collective bargaining agreements.

If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level of management, e.g., the School Business Official, the Superintendent, or the Board of Education. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate supervisory personnel to ensure that the harassment has not resumed and that no retaliatory action has occurred. These follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.

Complaint Records

Complainants should receive a copy of any resolution reports filed by the supervisor concerning his/her complaint. Copies should also be filed with the employment records of both the complainant and the alleged harasser.

Investigation in the Absence of a Complainant

The Board will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect,³⁹ the occurrence of any sexual misconduct.

Training

All employees will receive training regarding sexual harassment and related matters. Such training may include a review of this policy and regulation, discussion, films or other activities.

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)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Connecticut General Statutes

[46a-54](#) (15) Definitions. Posting requirement for employers having three or more employees. Where to post. When to post. Posting and training requirements for employers having fifty or more employees. Effect of prior training. Trainers Recordkeeping.

[46a-60](#) Discriminatory employment practices prohibited.

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

Regulation approved: 12/12/16

5118

Students

Exploitation/Sexual Harassment

General

Sexual harassment will not be tolerated among students of the school district, and any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools. Students shall exhibit conduct which is respectful and courteous to employees, to fellow students, and to the public.

Definition

Sexual harassment is any unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to:

1. insulting or degrading sexual remarks or conduct;
2. threats or suggestions that a student's submission to, or rejection of, unwelcome conduct will in any way influence a decision regarding that student;
3. 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.

Complaints Procedures

The Board of Education encourages victims of sexual harassment to report such claims promptly to the Principal. Complaints shall be investigated promptly and corrective action taken when allegations are verified. Confidentiality shall be maintained and no reprisals or retaliation shall occur as a result of good faith charges of sexual harassment.

The district shall provide staff development for district administrators and other staff and annually shall distribute this policy to staff and students.

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)

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Connecticut General Statutes

[46a-60](#) Discriminatory employment practices prohibited.

Constitution of the State of Connecticut,40Article I, Section 20.

Policy adopted: December 12, 2016

NON-DISCRIMINATION STATEMENT

The Hartland Public Schools will not, except in the case of a bona fide occupational qualification or need to except as otherwise permitted or required by law, discriminate on the basis of race, color, religious creed, age, gender identification, marital status, sexual orientation, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability, with respect to hiring, compensation, promotion, discharge from employment, or other terms and conditions of employment and provides equal access to the Boy Scouts of America and other designated youth groups.

"Complaint" shall be defined as a claim based upon an event or condition which affects the participation of a member of the public in the educational process.

1. The aggrieved member of the public, employee or student shall immediately present the complaint in writing directly to the principal/superintendent (within 15 school days) of the individual's knowledge of the event or condition affecting him/her.
2. The individual should discuss the issue with Principal/Superintendent in an effort to resolve the problem informally within 3 school days from presentation of the complaint.
3. The principal/superintendent shall present a response to the individual within 30 school days from the receipt of the complaint. Such response to the problem shall be in writing and be presented to the individual.
4. If no response is given the individual within the 30 days referred to above, or if the response is unsatisfactory to the individual, the complaint will become a grievance. At this time the principal/superintendent shall notify the Board of Education that a grievance has been filed.
5. If the aggrieved individual is not satisfied with the decision of the principal/ superintendent, or is notified that no decision could be reached, the aggrieved individual may appeal within 10 working days of receipt of the decision by referring the grievance packet to the Hartland Board of Education.
6. The Board of Education shall conduct a hearing on behalf of the aggrieved individual within 20 working days after receipt of the appeal.
7. The Board of Education Chair shall notify the aggrieved individual in writing of the Board's decision within 10 working days of the hearing, which shall be final.

The Hartland Board of Education recognizes its responsibility to comply with the letter and spirit of federal and state statutes regarding people with disabilities, including the Americans with Disabilities Act.

The Board directs the Superintendent to develop administrative regulations in order to implement appropriate ADA provisions for students, employees and others who may be affected by this Act.

Legal Reference: Connecticut General Statutes
19-581 through 585 AIDS testing and medical information.
10-209 Records not to be public.
46a-60 Discrimination on account of marital status.
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706 (7) (b).
American Disability Act of 1989.
Title VI of the Civil Rights Act of 1964.
Public Law 90-202.
Title IX of the Educational Amendments of 1972.

The above list is not intended to be all-inclusive and likewise any specific exclusion is not intended.

Policy Adopted: 3/14/05

Policy Revised: 1/13/14

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHT AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents of enrolled students and enrolled students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- 1. The right to inspect and review the student's education records within 45 days of the day the school officials receive a request for access to the records.** Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.** Parents or eligible students may ask school officials to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If school officials decide not to amend the record as requested by the parent or eligible student, they will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a person serving on a Board of Education committee, such as a disciplinary or grievance committee, or as a hearing officer in discipline cases, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school district may release education records without consent to officials of another school district in which a student seeks or intends to enroll.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by school officials to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:**

Family Policy Compliance Office
U.S. Dept. of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

NOTICE OF INTENT TO RELEASE DIRECTORY INFORMATION WITHOUT PRIOR CONSENT

The following types of information contained in the education record of an enrolled student are hereby designated as directory information and may be disclosed by school officials without the prior consent of a parent or eligible student except as provided below:

- The student's name
- The student's address
- The student's telephone listing
- The student's electronic mail address
- The student's photograph
- The student's place and date of birth
- The student's dates of attendance
- The student's grade level
- The student's participation in officially recognized activities and sports
- The student's weight and height as a member of an athletic team
- Honors and awards received by the student

A parent or eligible student may refuse to allow Hartland school officials to designate any or all of the above listed types of information as directory information. Any such refusal must be made in writing to and received by **Dr. Anthony Distasio** no later than **the last day of the first month of the school year.**

**GREEN CLEANING PROGRAM
IN SCHOOLS
(CT PUBLIC ACT 09-81)**

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

The Hartland Public Schools are committed to the implementation of this law by providing the staff and, upon request, the parents, and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program as well as making it available on its web site annually. The policy will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

1. Green cleaning program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: *Green Seal or Eco Logo*

2. By July 1, 2011 and thereafter no person shall use a cleaning product in a public school unless it meets the DAS standard.

3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred green cleaning products used by this school district are listed on attachment "A"

4. Disinfectants, disinfectant cleaners, sanitizers, or antimicrobial products regulated by the federal insecticide, fungicide, and rodenticide act are not covered by this law.

The following statement will be part of this school districts program as stated in the new law;

"NO PARENT, GUARDIAN, TEACHER, OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE, OR DISINFECT"

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians, and facilities staff.

Any questions concerning the program can be directed to:

**Dr. Anthony Distasio
Superintendent of Schools
Hartland Public Schools
860.653.0295 Ext. 108**

**ATTACHMENT "A"
GREEN PRODUCT LISTING**

This chart lists the types, names, and manufacturers of the green products used by this school district as well as the location/area of application and the schedule of when each is used.

PRODUCT /TYPE	NAME	MANUFACTURER	LOCATION /AREA	FREQUENCY/ SCHEDULE
All-Purpose cleaner	Buckeye Marauder #32	Buckeye International Smart Center	Walls, door, counters, desks, lockers, floors	Daily
Hard surface spray cleaner	Buckeye True #7 & #72	Buckeye International Smart Center	All hard surfaces	Daily
Cleaner disinfectant	Buckeye Sanicare Quat #256	Buckeye International Smart Center	Toilets, urinals, sinks, fixtures, counters, desks, floors, door knobs, blood borne pickup & water coolers	Daily
Glass cleaner	Buckeye Star Spray	Buckeye International Smart Center	Fixtures, glass, mirrors	Daily
Foaming hand wash	Symmetry	Buckeye International Smart Center	Hand washing	Daily

Frequency/Schedule:

D = Daily

W = Weekly

M = Monthly

SA = Semi annually

A = Annually