



# Hartland School

## **Student Handbook**

**2023-2024**

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# 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 grades K-5 go to their lockers. In the event of inclement weather, students will enter the building and go to their classrooms which will be supervised by their classroom teacher.

**Pre-School hours are 8:30am -3:15pm for Pre K- 4's. Drop off and pick up will be at the gym. A staff member will be at the door in the morning to meet the students. Three-year olds attend from 8:45-11:30. Drop off and pick up will be at the main entrance.**

## School Attendance (Please see Hartland B.O.E. Policy #5002 for further details concerning attendance)

To be considered in attendance for the school day, students must be present for at least one-half of the regular school day.

Please phone the school by 9:30 a.m. if your child is absent. Let the nurse know the reason for your child's absence so we can track any illness trends in the school community. The nurse will call you to find out the nature of your child's illness in the event that you forget to call.

Any absence before the student's 10<sup>th</sup> absence is considered excused when the student's parent/guardian approves such absence and submits appropriate **written documentation**.

**For the student's 10<sup>th</sup> absence and all absences thereafter a student's absence from school is, with appropriate documentation, considered excused only for the following reasons: student illness with appropriate medical documentation, religious holiday, mandated court appearance, funeral or death in the family or other family emergency, and/or extraordinary educational opportunity (must be pre-approved by district administrators).**

Total Number of Days Absent	Documentation Required within 10 Days to Excuse the Absence
1-9	Parent or Guardian Note only. Written documentation must be submitted for each incidence of absence within 10 days.
10 and above	Student Illness – Medical Professional Note Religious Holiday – Parent or Guardian Note Court Appearance – Written Summons Family Death or Other Emergency – Parent or Guardian Note Extraordinary Educational Opportunity – Form found on district website requires administrative pre-approval

Students who have **4 unexcused absences in a month** or **10 unexcused absences in a school year** are considered to be truant by the State of Connecticut. Students who meet this threshold will receive further contact from the Hartland School to arrange an attendance meeting to discuss barriers to regular school attendance.

## 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. Any student will be considered tardy as of 8:40 am. Students who are tardy must report to the office before being admitted to class to receive a tardy pass. **We ask that parents do not enter the building. The office staff will buzz the student into the school.**

Should students habitually arrive late to school, the attendance team will set up a meeting with the family to develop a plan to help address the situation and discuss barriers to regular school attendance and arrival.

## **Absence & School Work**

Students who are absent from school are responsible for completing missed work 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 on the morning of the absence. Teachers will assemble schoolwork whenever possible, which will be sent to the office for pick up at the end of the school day. In the case of anticipated excused absences, 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 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 the 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. Students will be given the same number of missed school days to complete missing assignments for unanticipated absences.

Students who will miss school work due to anticipated absences and/or 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. **Please note that some assignments cannot be replicated outside of the classroom and teachers may use their discretion to modify/substitute assignments.**

## **Student Discipline** (Please see Hartland B.O.E. Policy #5021 for further details concerning attendance)

Hartland School addresses both minor and major behaviors throughout the school setting, including lunch, recess, and buses. Each behavior is defined and has been shared with staff and reviewed with students. If a student demonstrates a minor behavior, they first receive a warning/conference from the teacher. If the behavior continues, the teacher may use a classroom consequence. If the behavior still continues, the teacher fills out a behavior incident referral form. In order to work collaboratively with families, teachers will send an email to parents/guardians explaining why the child received a behavior incident referral. Our goal is to strike a balance between using these referrals as an opportunity for learning and holding students accountable for their behavior. At times a parent meeting might be called to discuss student behavioral support.

If a student receives a referral for a major behavior, the behavior and discipline team will be notified. One of the team members will meet with the student to discuss what happened, determine the next steps, and contact parents/guardians.

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, partial 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.

## **Morning Drop Off Routine**

Parents/Guardians who elect to drive their children to school may drop them off at the gym door at 8:30 am. Parents will line up their vehicles on the outer perimeter of the parking lot, entering from the north side of Town Hall. Vehicles dropping off students need to remain in single file and wait for an adult to unload the car. Please do not let students out of the vehicle

until prompted by a staff member.

Pre K 3 students will be greeted at the main entrance of the building at 8:45 am.

## **Parent Pick-up**

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. Walkers and bikers will be dismissed after the buses have left.

## **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 buzz in at the main entrance and wait outside. The parent or guardian should be recognized by the child and teacher, principal, or school secretaries. In the event that office personnel does not recognize the person who is picking up a student, identification will be required. PLEASE NOTE THAT IF THE BUSES IN FRONT OF THE SCHOOL HAVE THEIR RED LIGHTS ON, CARS CANNOT PULL INTO 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.

## **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. 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 not throw things in the bus or out of the windows.
4. Large items or book bags may not be placed in the aisle of the bus.
5. 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 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. Riders should never touch a passing car or bus or ride near people walking on the road.

## **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 prosocial behaviors. Students exhibiting unkind, inappropriate, or unsportsmanlike behavior may lose playtime and receive coaching on making better choices. Students need to wear shoes that 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.

## **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 (sticks, 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. Shoes that tie are required for equipment.
10. \*Students should be considerate of adults and each other and adhere to established play rules at all times.

## **Guidelines for Apparel** (Please see Hartland B.O.E. Policy #5022 for further details concerning attendance)

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. Outdoor apparel such as jackets and hats should not be worn in school. In order to encourage a positive and appropriate environment, we ask that the following apparel not be worn:

- ❖ Head coverings of any kind, including but not limited to visors, hats, and hoods.
- ❖ Sunglasses
- ❖ Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures.
- ❖ Attire or accessories depicting or suggesting violence.
- ❖ Attire or accessories that depict logos or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- ❖ Shirts and/or blouses that reveal the abdomen, chest, or undergarments.
- ❖ Shorts, miniskirts, or pants that reveal the upper thigh or undergarments.

**Backpacks are not permitted to be carried between classes.**

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.

## **Electronic Devices and Technology** ( Please see BOE Policy #5025 and 5028)

Students in grades 3-8 have access to Chromebooks so that the use of technology and digital media can be integrated into the regular curriculum. Kindergarten- grade 2 will have access to iPads. At the start of this school year, all students will receive instruction on how to properly use their devices and access Google Classroom along with other platforms. Devices will be returned at the end of the school year.

Students in grades 3-8 receive weekly instruction in Information Technology. 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 the 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 Chromebook safety and usage rules and procedures will be subject to disciplinary measures that may include a suspension of their computer privileges.

Privately-owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff. Students are responsible for the safety and use of their privately owned technological devices. **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 the 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 conditions of their use upon advanced approval based on unique circumstances or in case of emergency.

## **Safety Drills and 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.

## **Celebrations at School** (Please see Hartland B.O.E Policy #2029 regarding Wellness)

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. Please reach out to the school nurse for non-food alternatives.

## **Pets/Animals**

To ensure the safety of our members of the school community students may not bring animals to school.

## **Visitors** (Please see Hartland B.O.E. Policy #1010 for further details concerning visitors)

For safety reasons, all visitors should buzz in at the main entrance and then stop at the main office to 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 classrooms.

**School Volunteers** (Please see Hartland B.O.E. Policy #1011 for further details concerning School Volunteers) Hartland School recognizes the importance of school volunteers. Volunteers working within the schools must work under the supervision of school staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board of Education policies, including applicable policies on the confidentiality of student information. Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families ("DCF") Child Abuse and Neglect Registry. All school volunteers (including student interns or other



non-employee working in the schools) must be approved in advance by the building principal.

### Group I

Volunteers are classified in Group I when they assist school staff members with school activities in the presence of a Hartland School employee. Background checks are not required of Group I volunteers. Group I volunteers are those who assist school staff members with school activities such as those listed below:

- a. assisting in a classroom, cafeteria, or library when a staff member is present; or
- b. accompanying a class on a field trip during the school day with a staff member; or
- c. helping in the school office during regular school hours; or
- d. assisting in the cafeteria or library during regular school hours; or
- e. assisting during extracurricular events, i.e., dances, fairs, open house, sporting events, etc.

### Group II

Volunteers are classified in Group II when they provide services to students when not in the direct presence of a Hartland School employee. Group II volunteers are required to complete a consent form regarding the release of information concerning any prior or pending criminal offenses, and are required to submit to a record check of the Department of Children and Families (DCF) Abuse and Neglect Registry. Group II volunteers are those who engage in activities such as those listed below:

- a. accompanying a class on a field trip in which the plans include that students be divided into small groups supervised solely by the volunteer chaperone for any length of time; or
- b. chaperoning an overnight field trip; or
- c. working in direct contact with students without the direct presence of a Hartland School employee; d. working as a student intern; or
- e. coaching.

## **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** (Please see Hartland B.O.E. Policy #6002 for further details concerning Homework) Homework is intended to enhance the student’s knowledge in the various subject areas and build from learning in the classroom. All homework should be related to the curriculum goals and appropriate grade level standards. 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 5: 40 – 50 minutes

Grade 2: 15 – 20 minutes Grade 6: 50 – 60 minutes

Grade 3: 20 – 30 minutes Grade 7: 60 – 90 minutes

Grade 4: 30 – 40 minutes Grade 8: 60 – 90 minutes

These times do not include reading, a critical part of developing strong academic skills and behaviors.

## **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 for grades Pre K-5 will be held in October and

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March. Conferences for grades 6-8 will be held in December and March. Days set aside for conferences are listed on the school calendar. On the days designated as Parent Conference Days, students are dismissed at 1:15 p.m.

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. 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 Four:**

#### **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 five 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 these resources 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 daily assignments to be graded and loaded in Power School.
- \* Blue text in Power School indicates that the teacher has included comments to support the student's 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 and school psychologist. 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 Mrs. Schackner. Please see the link on our webpage for more detailed information including Procedural Safeguards.

Special education meetings (PPT's) are held at different times throughout the year. Every student will have an annual meeting in the spring but other meetings such as eligibility, triennials, and initial meetings will also take place. Starting in 2020-2021, PPT's will be scheduled on Wednesdays for planning purposes. We will do our best to accommodate parent requests for specific times during the day. Please contact Sarah Schackner if you have any questions.

## **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, administered in May 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 is 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.

## **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 performances 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

**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:** An extracurricular club that 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.

### **Field Trips** (Please see Hartland B.O.E. Policy #5008 for further details concerning school 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 the 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.

**In order for students to attend field trips, it is important that they display respectful and responsible behaviors within the school setting. Field trips may be removed as a consequence for inappropriate behaviors.**

### **Communicating Concerns**

Hartland school values communication between home and school. As such, the following protocol should be followed to address concerns regarding the education/welfare of students:

1. Teachers or the school nurse should be contacted first with any concerns. .
2. The principal should be contacted if the concern is not resolved in a satisfactory manner.
3. A home-school meeting can be scheduled to discuss the issue further if needed.
4. As a last resort, the superintendent should be contacted.

### **WINN Block/Middle School Block**

The WINN block is a time for students in grades K-5 to receive extra support and/or enrichment in specific academic areas and/or homework. This time will be used to provide academic support and small group instruction based on student needs. This is also a time for students to meet with teachers to ask questions and receive extra support on instruction or homework.

Middle School Block is a time for students in grades 6-8 to receive extra support in specific academic areas based on their performance in the classroom setting. This is also a time for teachers to meet with students to provide extra support on content assignments and homework as needed.

# *Health & Safety*

## **Illness & Accidents**

The nurse is available during the school day for health-related situations. If it is determined 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?” Please be aware of the following points.

There are three main reasons 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 to picking up a secondary infection.

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. Please remember to update emergency phone numbers if changes occur during the school year.

**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.

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 or whenever school is in session.

## **Administration of Medications in School** ( Please see Hartland B.O.E. Policy #5001)

All students who require medications, prescription, or OTC, must have a medication form filled out by their physician and parent/guardian. No medication can be administered unless the proper paperwork is filled out and submitted to the school nurse. Necessary forms are available in the Health office and in the appendix of this Handbook, as well as on our website. Prescribed medications will be administered to and taken by only the person for whom the prescription has been written.

All medications must be in the original containers and properly labeled. Parents should bring in enough medication for the school week. All medications will be locked and dispensed as prescribed. We cannot allow children to carry medications in their pockets, lunch boxes, etc.

## **Cough Drops**

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 applies for 10 days, 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.

# *Middle School Information*

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 WINN 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.
- to make up missing work in a timely manner and seek out teachers for extra help.
- 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 two days 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 and **check school email and respond appropriately on a daily basis during the school week, particularly when absent.**

## **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 or allow others to do their work, including plagiarism. 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.

## **Transition to High School**

**Students in grades seven and eight are strongly encouraged to read through the information shared regarding high school selection and the 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 1<sup>st</sup>. **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 1<sup>st</sup>, we recommend that students visit schools under consideration by late fall. Students and their parents are responsible for scheduling visits.

## **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.

*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.

*The Award for Outstanding Academic Excellence,* Hartland School's highest academic recognition, is awarded to the one student with the highest overall 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](http://WWW.HARTLANDSCHOOL.COM)**

### **PRE-SCHOOL 3's PROGRAM (Monday- Thursdays)**

Regular School Day 8:45 - 11:30

Scheduled Early Dismissal 8:45 - 10:30

Late Opening Canceled

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

Regular School Day 8:30 - 3:20

Scheduled Early Dismissal 8:30 - 1:15

Late Opening 10:30-3:20

### **GRADES K-8**

Regular School Day 8:30 – 3:20

Scheduled Early Dismissal 8:30 – 1:15

Late Opening 10:30 – 3:20

**\*\*\*On days when there is a Late Opening, buses will run approximately 2 hours later than their usual time. At times there may be a 3 hour delay and it will be clearly delineated in the announcements.**



**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



Dear Parents,

The Connecticut State Department of Education requires all school districts to provide parents with a 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 policies are revised and updated, we will notify families.

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

Mrs. Imma Canelli  
Superintendent of Schools

## STUDENT DISCIPLINE

### I. Definitions

- A. **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
- B. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- C. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- D. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- E. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- F. **Exclusion** means any denial of public- school privileges to a student for disciplinary purposes.
- G. **Expulsion** means the exclusion of a student from school privileges 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 pupil was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- H. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney

General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

I. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

J. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

K. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

L. **School Days** shall mean days when school is in session for students.

M. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

N. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

O. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

P. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.

Q. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

R. For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

S.

## II. Scope of the Student Discipline Policy

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

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

2. Expulsion. Students may be **expelled** for conduct on school grounds, on school transportation, or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.**

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

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

### C. *Seriously Disruptive of the Educational Process:*

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school;** (2) **whether other students from the school were involved or whether there was any gang involvement;** (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,** as defined in Section Conn. Gen. Stat. § 29-38, and **whether any injuries occurred;** and (4) **whether the conduct involved the use of alcohol.** The Administration and/or the Board of Education may also consider (5) **whether the off-campus conduct involved the illegal use of drugs.**

D. On and after January 1, 2022, a student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

## III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board of Education includes the

offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, gender identity or expression or any other characteristic protected by law.
7. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be

used in the ignition of combustible materials, including matches and lighters.

15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.



20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as an act that is direct or indirect and severe, persistent or pervasive which:
  - a. causes physical or emotional harm to an individual;
  - b. places an individual in reasonable fear of physical or emotional harm; or

- c. infringes on the rights or opportunities of an individual at school; or

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

- 33. Cyberbullying, defined as 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.
- 34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
- 35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
- 36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
- 37. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
- 38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
- 39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
- 40. Any action prohibited by any Federal or State law.
- 41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

#### IV. Discretionary and Mandatory Expulsions

- A. A principal may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where the principal has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.

B. A principal must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the Administration has reason to believe:

1. was in **possession on school grounds on school transportation**, or at a **school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
3. was engaged **on or off school grounds, on school transportation** in **offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms “**dangerous instrument,**” “**deadly weapon,**” “**electronic defense weapon,**” “**firearm,**” and “**martial arts weapon,**” are defined above in Section I.

C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.

D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

## V. Procedures Governing Removal from Class

A. A student may be removed from class by a teacher or administrator if the student deliberately causes a serious disruption of the educational process. When a student is removed,

the teacher must send the student to a designated area and notify the principal or the principal's designee at once.

B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

## VI. Procedures Governing Suspension

A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:
  - a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (ii) the principal or designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or
  - b. in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds or on school transportation is of a violent or sexual nature that endangers persons.
3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
4. By telephone, the principal or designee shall make reasonable attempts to

immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.

8. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.

9. The school Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.

10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration.

11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular

school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

## VII. Procedures Governing In-School Suspension

A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the principal or designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.

C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

## VIII. Procedures Governing Expulsion Hearing

### A. ***Emergency Exception:***

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

### B. ***Hearing Panel:***

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of

the Board may serve on such panel.

C. ***Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
  - a. The date, time, place and nature of the hearing.
  - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
  - c. A short, plain description of the conduct alleged by the Administration.
  - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
  - e. The student may cross-examine witnesses called by the Administration.
  - f. The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
  - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.
  - h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
  - i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
  - j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.



D. *Hearing Procedures:*

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
3. The Administration shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.
7. Each witness for the Administration will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members.
8. The student shall not be compelled to testify at the hearing.
9. After the Administration has presented its case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
11. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the

Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

12. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.

14. Where administrators present the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

15. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

17. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

***E. Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation, and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the district in accordance with this policy, unless the Superintendent specifically

authorizes the student to enter school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

F. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Administration and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. **Alternative Educational Opportunities for Expelled Students**

A. ***Students under sixteen (16) years of age:***

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. ***Students sixteen (16) to eighteen (18) years of age:***

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if the student requests it and if the student agrees to the conditions set by the Board of Education. Such alternative educational opportunities may include, but shall not be limited to, the placement of a pupil who is at least seventeen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.

2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.

3. The Board of Education shall count the expulsion of a pupil when the student was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when the student is between the ages of sixteen and eighteen.

**C. *Students eighteen (18) years of age or older:***

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

**D. Content of Alternative Educational Opportunity**

1. For the purposes of Section IX, and subject to Subsection IX.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education.

2. The Superintendent, or designee, shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the State Board of Education. Such administrative regulations shall include, but not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

**E. *Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):***

Notwithstanding Subsections IX.A. through D. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education.

**F. *Students for whom an alternative educational opportunity is not required:***

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

**X. Notice of Student Expulsion on Cumulative Record**

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

## XI. Change of Residence During Expulsion Proceedings

### A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

### B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's

cumulative record.

**XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)**

**A. *Suspension of IDEA students:***

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an “IDEA student”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

**B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:***

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The school district shall immediately convene the student’s planning and placement team (“PPT”), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student’s PPT shall consider the relationship between the student’s disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student’s behavior was a manifestation of the student’s disability.
3. If the student’s PPT finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.



4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. ***Removal of Special Education Students for Certain Offenses:***

1. School personnel may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
  - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or
  - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school, on school transportation, or at a school-sponsored activity; or
  - c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.
2. The following definitions shall be used for this subsection XII.C.:
  - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
  - b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
  - c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
  - d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily



member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of the student’s disability.
3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student’s disability and the behavior that led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.

B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to

make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

#### XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

#### XVII. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the Board shall refer such students to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the Board shall report the violation to the local police.

#### Legal References:

##### Connecticut General Statutes:

Public Act 19-91, "An Act Concerning Various Revisions and Additions to the Education Statutes."

Public Act 19-13, "An Act Prohibiting the Sale of Cigarettes, Tobacco Products, Electronic Nicotine Delivery Systems and Vapor Products to Persons Under Age Twenty-One."

§ 10-16 Length of school year

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act

§ 10-222d Safe school climate plans. Definitions. Safe school climate assessments

§§ 10-233a through 10-233f Suspension and expulsion of students.

§ 10-233l Expulsion and suspension of children in preschool programs

§ 10-253 School privileges for children in certain placements, nonresident children, children in

temporary shelters,homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

§ 21a-240 Definitions

§ 19a-342a Use of electronic nicotine delivery system or vapor product prohibited

§§ 21a-408a through 408p Palliative Use of Marijuana

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

§ 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors

§ 53-206 Carrying of dangerous weapons prohibited.

Public Act No. 21-46, “An Act Concerning Social Equity and the Health, Safety and Education of Children.”

*Packer v. Board of Educ. of the Town of Thomaston*, 246 Conn. 89 (1998).

*State v. Hardy*, 896 A.2d 755, 278 Conn. 113 (2006).

*State v. Guzman*, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

#### Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, 20 U.S.C. § 7961

*Honig v. Doe*, 484 U.S. 305 (1988)

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## **BULLYING PREVENTION AND INTERVENTION POLICY**

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

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

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

For purposes of this policy, "**Bullying**" means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating 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.

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

Consistent with the requirements under state law, the Hartland Board of Education authorizes the Superintendent or 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 at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- (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 described in subdivision (4), above; (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;
- (9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
- (10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
- (11) establish a procedure for each school to document and maintain records relating to

reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

(12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

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

(14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

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

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

#### Legal References:

Public Act 19-166

Public Act 21-95

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. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

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

ADOPTED: September 13, 2021

REVISED: December 13, 2022



## **SAFE SCHOOL CLIMATE PLAN**

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment 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, cyberbullying and teen dating violence and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are 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 and teen dating violence, 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, Teen Dating Violence and Retaliation**

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by 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. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. In addition to prohibiting student acts that 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.
- E. Students who engage in bullying behavior or teen dating violence 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 an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating 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, photoelectronic or photo-optical system.

C. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

D. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

E. **“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.

F. **“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.

G. **“Positive school climate”** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged

and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

H. **“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, teen dating violence, 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 and teen dating violence 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,
- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

I. **“School climate”** means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

J. **“School employee”** means

- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school 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 the individual’s 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.

K. **“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.

L. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

K. **“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**

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; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district’s Plan.

##### **B. Safe School Climate Specialist**

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, collect and maintain records of reports and investigations of bullying in the school 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. 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:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined 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) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
- (4) review and amend school policies relating to bullying;
- (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
- (6) educate students, school employees and parents/guardians on issues relating to bullying;
- (7) collaborate with the Coordinator in the collection of data regarding bullying; and
- (8) 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 or student 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. 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 or his/her designee), 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 Climate 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. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. 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 (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, Hartland Public Schools will take care 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 invite the parents or guardians 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 policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.

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 a 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 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 designee, may consult with the school resource officer, if any, and other individuals the Principal or designee deems appropriate.

F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies



regarding nondiscrimination.

## **VIII. Teen Dating Violence**

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

## **IX. 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 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, to 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.

## **X. Other Prevention and Intervention Strategies**

- A. Bullying behavior and teen dating violence 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 or to teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, 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 designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives 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 and teen dating violence:

(1) 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.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. 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.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, 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 teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

(3) Interventions for bullied students and victims of teen dating violence

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

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (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;
- (f) Restitution and/or restorative interventions; and
- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX

Coordinator with the bullied student or victim of teen dating violence.

(4) 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. Additional district actions may also ameliorate potential problems with teen dating violence. 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, teen dating violence, harassment 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 or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence 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 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 sex discrimination/sexual harassment prevention 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;
- (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 and teen dating violence, including any such program identified by the Department of Education;
- (i) Respectful responses to bullying and teen dating violence 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 and teen dating violence, 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 parents with regards to 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; and
- (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

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.”

E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

## **XI. Improving School Climate**

Hartland Public Schools follow affirmative steps to improve the quality of school climate. These strategies align with school improvement plans and school climate assessments, and are based on current data available on the quality of school climate. Hartland Public Schools focuses on fostering positive school climate rather than exclusively preventing investigating and otherwise responding to specific incidences of bullying and teen dating violence.

## **XII. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually 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.
- D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative,

shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

### **XIII. School Climate Assessments**

Biennially, 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 Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

#### Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

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

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

Connecticut State Department of Education Circular Letter C-3,  
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,  
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,  
Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1,  
Series 2019-2020 (July 16, 2019)

ADOPTED: September 13, 2021

REVISED: December 13, 2022



**REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE**

**Name of Person Completing Report:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Targets of Behaviors/Violence:**

\_\_\_\_\_

**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.**

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**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**

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

**If “yes”, please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):**

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

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

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**Was the report verbal or written?**

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**Proposed Solution:**

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

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

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**Signature of Reporter Date Submitted Received By Date Received**

**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 wish to disclose the fact that this complaint has been filed in connection with the investigation.

*(Please check one):*

\_\_\_\_\_ I hereby give permission for the Hartland Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

\_\_\_\_\_ I do **NOT** give permission for the Hartland Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

\_\_\_\_\_  
Signature of Parent/Guardian Date

\_\_\_\_\_  
Name (Please print)

**Hartland Public Schools**  
**Report of Teen Dating Violence/Consent to Release Student Information**

**Date:** \_\_\_\_\_

**Name of Student:** \_\_\_\_\_

**School:** \_\_\_\_\_

To Parent/Guardian:

A report of teen dating violence has been made on behalf of your child alleging that he/she has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the HartlandPublic Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

*(Please check one):*

\_\_\_\_\_ I hereby give permission for the Hartland Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

\_\_\_\_\_ I do **NOT** give permission for the Hartland Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

\_\_\_\_\_  
Signature of Parent/Guardian Date

\_\_\_\_\_  
Name (Please print)

**POLICY REGARDING PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT  
IN THE WORKPLACE (PERSONNEL)**

It is the policy of the Hartland Board of Education (the “Board”) for the Hartland Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the “Administrative Regulations”).

**Sex discrimination** occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual’s sex. Sex discrimination also occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
  - (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board’s education programs or activities;
- or

(3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

### Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Hartland Public Schools administration (the “Administration”) shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations). Such training will include information on the definition of sex discrimination and sexual harassment, the scope of the Board’s education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board’s website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board’s website to promote an environment free of sex discrimination and sexual harassment.

The Board’s Title IX Coordinator is Mrs. Alissa Goguen. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

**30 South Road East Hartland, Ct 06027**  
**agoguen@hartlandschool.com**  
**860-653-7207**

Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-514-3400).

Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

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

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited.

Conn. Gen. Stat. § 46a-81c - **Sexual orientation discrimination: Employment**

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

ADOPTED: September 13, 2021

REVISED: December 13, 2022



## **POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)**

It is the policy of the Hartland Board of Education (the “Board”) for the Hartland Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the “Administrative Regulations”).

**Sex discrimination** occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board’s education programs or activities; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

### Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or

termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Hartland Public Schools administration (the “Administration”) shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations) on the definitions of sex discrimination and sexual harassment, the scope of the Board’s education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board’s website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to staff, students and parents and legal guardians and make the Policy and the Administrative Regulations available on the Board’s website to promote an environment free of sex discrimination and sexual harassment.

The Board’s Title IX Coordinator is Mrs. Alissa Goguen Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

30 South Road, East Hartland, Ct 06027  
agoguen@hartlandschool.com  
860-653-7207

Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Legal References:     Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.  
  
                              Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq.  
  
                              Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)  
  
                              Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

ADOPTED: September 13, 2021  
REVISED: December 13, 2022

## NON-DISCRIMINATION

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, "veteran" means any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard. "Qualifying condition" means (A) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (B) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Veterans Affairs facility, or (C) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Stat. §§ 27-103(c), (d).

Any individual wishing to file a complaint regarding discrimination or harassment may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination. These regulations accompany Board Policy #1004 are available online at [Hartlandschool.com](http://Hartlandschool.com) or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, gender identity, sexual orientation, disability, such complaints will be handled in accordance with other appropriate policies (e.g., Policy #4015, Sex Discrimination/Harassment in the Workplace; Policy #5020, Sex Discrimination and Sexual Harassment (Students); Policy #4014, Section 504/ADA (Personnel), and Policy #5019, Section 504/ADA (Students)).

Individuals also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
(617) 289-0111  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
(800-669-4000)

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

**Mrs. Imma Canelli**  
**30 South Road**  
**East Hartland, CT 06027**  
**860-653-7207 or [icanelli@hartlandschool.com](mailto:icanelli@hartlandschool.com)**

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of gender/sex, gender identity, or sexual orientation may contact the Board's Title IX Coordinator:

**Mrs. Alissa Goguen**  
**30 South Road**  
**East Hartland, CT 06027**  
**860-653-7207 or [agoguen@hartlandschool.com](mailto:agoguen@hartlandschool.com)**

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability, and/or who may wish to request or discuss accommodations for a disability may contact the Board's Section 504/ADA Coordinator:

**Mrs. Alissa Gaoguen**  
**30 South Road**  
**East Hartland, CT 06027**  
**860-653-7207 or [icanelli@hartlandschool.com](mailto:icanelli@hartlandschool.com)**

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.  
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.  
Age Discrimination in Employment Act, 29 U.S.C. § 621  
Americans with Disabilities Act, 42 U.S.C. § 12101  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Connecticut General Statutes § 10-153. Discrimination on basis of marital status  
Connecticut General Statutes § 1-1n, “Gender Identity or Expression” defined  
Connecticut General Statutes § 27-103  
Connecticut General Statutes § 46a-58. Deprivation of Rights  
Connecticut Fair Employment Practices Act, Connecticut General Statutes §  
46a-60  
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual  
orientation: Definitions  
Connecticut General Statutes § 46a-81c Sexual orientation discrimination:  
Employment.  
Public Act No. 21-79, “An Act Redefining ‘Veteran’ and Establishing a  
Qualifying Review Board”

ADOPTED: September 13, 2021

REVISED- December 13, 2022

## NON-DISCRIMINATION

The Board of Education (the “Board”) will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression.

For the purposes of this policy, “genetic information” means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. “Genetic information” may also include an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, “veteran” means any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard. “Qualifying condition” means (A) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (B) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (C) a determination that sexual orientation, gender identity, or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

For the purposes of this policy, “gender identity or expression” means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence

that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, “race” is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

Any employee wishing to file a complaint regarding discrimination or harassment may obtain a copy of the Board’s complaint procedures and complaint form, which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Personnel. These regulations accompany Board Policy # 4011 and are available online at **Hartlandschool.com** or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, gender identity, sexual orientation, disability, or pregnancy, such complaints will be handled under other appropriate policies (e.g., Policy #4015, Sex Discrimination/Harassment in the Workplace; Policy #4014, Section 504/ADA).

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109- 3921  
(617-289-0111)  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination or harassment with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Anyone who has questions or concerns about this policy, and/or who may wish to request or discuss accommodations based on religion, and/or who would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination or harassment, may contact:



**Mrs. Imma Canelli/Superintendent**  
**30 South Road East Hartland, Ct 06027**  
**860-653-7207**

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of gender/sex, gender identity, or sexual orientation may contact the Board's Title IX Coordinator:

**Mrs. Alissa Goguen/Principal**  
**30 South Road East Hartland, Ct 06027**  
**860-653-7207**

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the Board's Section 504/ADA Coordinator:

**Mrs. Sarah Schackner/School Special Education Director**  
**30 South Road East Hartland, Ct 06027**  
**860-653-7207**

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.  
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.  
Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.  
Americans with Disabilities Act, 42 U.S.C. § 12101  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.  
Connecticut General Statutes § 1-1n, "Gender Identity or Expression" defined  
Connecticut General Statutes § 10-153, Discrimination on the basis of sex, gender or expression or marital status prohibited  
Connecticut General Statutes § 27-103  
Connecticut General Statutes § 46a-51, Definitions  
Connecticut General Statutes § 46a-58, Deprivation of rights  
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60  
Connecticut General Statutes § 46a-81a, Sexual orientation discrimination: Definitions  
Connecticut General Statutes § 46a-81c, Sexual orientation discrimination: Employment  
Public Act No. 21-79, "An Act Redefining 'Veteran' and Establishing a Qualifying Review Board"

ADOPTED: September 13, 2021

REVISED: December 13, 2022

**Series 1000  
Policy 1003  
Community/Board Operation**

**POLICY REGARDING GREEN CLEANING PROGRAMS**

It is the policy of the Hartland Board of Education to implement a green cleaning program in which the Board procures and properly uses environmentally preferable cleaning products in school buildings and facilities. Pursuant to subsection (a)(2)(A) of section 10-231 g of the Connecticut General Statutes, any disinfectant, disinfecting cleaner, sanitizer or any other antimicrobial product proved by federal law may be used by the Board.

The Hartland Board of Education shall provide the staff of each school 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. Such notice shall include (1) the types and names of environmentally preferable cleaning products being applied in schools, (2) the location of the application of such cleaning products in the school buildings and facilities, (3) the schedule of when such cleaning products are applied in the school buildings and facilities, (4) the statement, "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." and (5) the name of the school administrator, or a designee, who may be contacted for further information. Such notice shall be provided to the parents or guardians of any child who transfers to a school during the school year and to staff hired during the school year.

The Hartland Board of Education shall make such notice, as well as the report submitted to the Department of Education pursuant to subsection (a) of section 10-220 of the Connecticut General Statutes (i.e. required report on condition of facilities, action taken to implement the Board's long-term school building program, indoor air quality and green cleaning program), available on its web site and the web site of each school under such board's jurisdiction. If no such web site exists, the board shall make such notice otherwise publicly available.

Legal References:

Connecticut General Statutes:

§ 10-220(a)

§ 10-231g

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## 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.

<b>PRODUCT /TYPE</b>	<b>NAME</b>	<b>MANUFACTURER</b>	<b>LOCATION /AREA</b>	<b>FREQUENC Y/ SCHEDULE</b>
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