



Where the future is present.

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Community Relations

School Governance Councils

Purpose

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

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

The principal is the chief executive officer of the school and accountable for school quality and student achievement. The principal shall be responsible for forming, developing and maintaining an effective and cohesive School Governance Council.

The councils are not intended to replace parent organizations.

Scope of Policy

All schools will have a School Governance Council.

Membership and Election

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

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

Community Relations

School Governance Councils (continued)

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

Additional members and election process in high schools:

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

The Parent Chair of each School Governance Council shall be elected every two years by the 14 members of the council.

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

Requirements

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

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

School Governance Councils shall meet at least six times per year. Absence from two consecutive meetings or half of the meetings will result in removal from the council.

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Community Relations

School Governance Councils (continued)

Terms of Voting

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

Roles and Responsibilities

A. Parent-Chairperson

The Parent Chair shall:

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

B. Principal or School Director

The Principal shall:

1. Serve as the SGC Co-Chair
2. Work collaboratively with the Parent Chair to prepare the agenda and ground rules for the SGC meetings
3. Inform and provide school related information to the council in a timely fashion, make recommendations, and implement agreed-upon SGC decisions
4. Maintain on file all documentation related to SGC elections (parents, teachers, community members, students), meeting agenda, minutes, and attendance. Provide any of these documents to the Superintendent or his/her designee upon request.

5. Distribute approved SGC minutes to SGC members and school community via email, by posting them on the school's website, or by displaying them in an appropriate and visible space in the school building.
6. Submit a complete list of the elected SGC members to the Chief of Early Literacy and Parent Engagement no later than June 1st of each year.

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Community Relations

School Governance Councils (continued)

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

C. Council Members

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

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

improve student learning. The council as a whole must approve the school compact before the Parent Chair and Principal sign the consent form and submit it to the Chief of Early Literacy and Parent Engagement.

Schools that receive federal Title I funds are required to have a school-parent compact, developed with parents.

9. Work with the Principal in reviewing data around partnership impact and viability of new school partnerships. Review and approve an after-school program.

Community Relations

School Governance Councils (continued)

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

Reporting and Oversight

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

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

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

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

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

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

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

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

HARTFORD PUBLIC SCHOOLS
 Hartford, Connecticut

(Attachment A)

Process and Checklist for School Governance Council Elections

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

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

Students

Attendance

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

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

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

Legal References: Connecticut General Statutes
10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)
10-185 Penalty
10-198a Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes.)
10-199 through 10-202 Attendance, truancy - in general
Action taken by State Board of Education on January 2, 2008, to define “attendance.”
Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Students

Administrative Regulations Regarding Attendance

Definitions

Definitions of Excused and Unexcused Absences: Adopted June 27, 2012 CT State Board of Education.

Excused Absences

A student's absence* from school shall be considered excused if written documentation** of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation
- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - 1. student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
 - 2. student's observance of a religious holiday;
 - 3. death in the student's family or other emergency beyond the control of the student's family;
 - 4. mandated court appearances (additional documentation required);
 - 5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
 - 6. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. the absence meets the definition for an excused absence (including documentation requirements); or
- B. the absence meets the definition of a disciplinary absence.

Disciplinary Absences

Absences that are the result of school or district disciplinary action are excluded from these definitions.

*The Connecticut State Board of Education policy states that “A student is considered to be ‘in attendance’ if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension

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Students

Administrative Regulations Regarding Attendance (continued)

or expulsion should always be considered absent.” A student not meeting the definition of ‘in attendance’ is considered absent.

**Such documentation should include a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. For example, if a student is out sick two consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two nonconsecutive days, that student must submit the appropriate documentation following each absence. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language

Truant is defined as a student age five to eighteen, inclusive, who has four (4) unexcused absences from school in one month or ten (10) unexcused absences in a school year. C.G.S. 10-198a(a) (2012 Supplement).

Habitual truant is defined as a student age five to eighteen, inclusive, enrolled in a public or private school and has twenty unexcused absences within a school year. C.G.S. 10-200 (2011) requires the school superintendent to file a Family with Service Needs complaint within 15 days after a parent fails to attend a required meeting with school officials or otherwise fails to cooperate in addressing his or her child's school absences. C.G.S. Sec. 10-198a(c)

Administrative Procedures:

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

person shall be made by school personnel. All parent outreach efforts must be documented. When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

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Students

Administrative Regulations Regarding Attendance (continued)

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

4. When a student is truant, (see R-5114b), the building principal or his/her designee shall schedule a meeting with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant, provided such meeting shall be held not later than ten school days after the child's fourth unexcused absence in a month or tenth unexcused absence in a school year. Notice and meetings must be in a language understandable to the parent.
5. If the parent or other person having control of a child who is a truant fails to attend the meeting or fails to cooperate with the school in attempting to solve the truancy problem, such policies and procedures shall require the superintendent of schools to file for each such truant enrolled in the schools under his jurisdiction a written complaint with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that his family is a family with service needs.
6. As appropriate, the superintendent or designee, shall coordinate services and/or referrals of children to community agencies that provide child and family services.
7. In addition to the procedures specified, a regular education student who is experiencing attendance problems shall be referred to the building intervention Student Study Team (i.e. SST, SAT) or other appropriate body, for review and assistance. The team will review the student's need for referral for a Planning and Placement Team (PPT) meeting. A special education student who is experiencing attendance problems must be referred for a PPT meeting for program review.

Revised: June 18, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Students

Promotion, Retention, Intervention Policy

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

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

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

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

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

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

Policy adopted: March 2, 1999
Policy updated: November 1, 2005
Policy revised: June 17, 2014

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Students**Access to Student Records and Confidentiality**

The board of education will comply with the state and federal laws and regulations regarding confidentiality, access to, and amendment of student records. The superintendent, or his/her designee, shall be responsible for developing regulations and procedures in furtherance of this policy that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Student Discipline - Suspension/Expulsion; Due Process. Policy No 5131

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

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

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

See Board Policy No 5131 for more complete information.

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Students

Weapons and Dangerous Instruments

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

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

Students

5138.4

Cell Phone/Electronic Devices

Background:

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

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

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

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

Proposed Policy:

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

Grades K-5

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

Grades 6-12

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

Consequences:

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

Cell Phone/Electronic Devices Policy (cont.)

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

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

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

Students

Student Attire

1. Statement of Policy

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

2. Statement of Purpose

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

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

3. Administrator Responsibilities

- a. Principals will distribute to parents annually the names of all local uniform vendors who have confirmed that they have the capacity to provide the specifications of their uniforms, including cost.
- b. There shall be no sole source vendors of school uniforms. The superintendent, or designee, will send to the Board of Education annually, a list of all vendors that provide uniforms at each school.

- c. Changes to a school uniform or logo shall be approved by the School Governance Council. Principals will notify parents by March 1, of any school year, if all or part, of the school uniform will change for the following school year.

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Student Attire (continued)

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

4. Parental Responsibility

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

5. Staff Responsibilities

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

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

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

- a. Attire or accessories that contain messages or images that would tend to be offensive or disruptive to the educational process, including racist messages or images; sexist messages, or images; messages or images promoting the use of drugs, alcohol, or tobacco; profane or pornographic messages or images; messages that incite violence or constitute "fighting words"; or attire or accessories that promote or signify gang affiliation.
- b. See-through clothing, clothing revealing bare midriffs, tank tops, halter tops, tube tops, undershirts or underpants worn as outer garments, clothing with plunging necklines (front or back), sleeveless shirts, exposed clothing made of spandex material, or clothing worn in such a manner as to expose undergarments.
- c. Bare feet, bedroom slippers, shower style flip-flops, roller blades, roller-skates, or footwear that mars floors, causes excessive noise, or creates a safety hazard.

- d. Head coverings of any kind, including but not limited to hats, caps, scarves, bandanas, curlers, masks, visors, kerchiefs, athletic sweatbands, earmuffs, or hoods. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours. However, approved coverings worn as part of a student's religious beliefs shall not be prohibited under this policy.
- e. Spiked or studded bracelets, oversized or multi-finger rings, belts or chains or any other articles of attire with spikes or studs attached, "Name" or other oversized metal belt buckles, or any other items of clothing or jewelry that may present a safety hazard to the student, other students or staff.
- f. Coats, jackets, windbreakers, nylon pullovers, down vests, or other attire normally worn as outerwear. Such outerwear shall not be worn, carried or kept in the classroom during regular school hours. Outerwear must be secured in the student's locker before school starts.
- g. Sunglasses, headphones, or other electronic devices not prescribed for educational purposes, or goggles, whether worn or carried.
- h. Skirts, shorts, skorts, dresses, or jumpers that are shorter than four (4) inches above the knee.

7. Mandatory School Uniform for Elementary School Students

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

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

Student Attire (continued)

b. Girls' Uniforms.

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

c. Compliance.

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

8. Mandatory School Uniform for Secondary School Students

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

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

9. Exceptions for Designated Days or Events.

Each school principal may periodically designate specific days or events (i.e. school picnic, field day, or spirit week) during which deviations from the approved uniform will be permitted,

Student Attire (continued)

provided the principal determines that such exceptions will facilitate the event, promote school spirit, or otherwise serve an educational interest.

10. Religious and Health Accommodations.

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

11. Clothing Assistance.

It is the policy of the Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Board's Attire Policy. Any student, for whom compliance with the school attire policy poses a bona fide financial burden, may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need. School principals or their designees shall assist families in financial need to obtain clothing that complies with the school attire policy. In meeting requests for assistance, principals or their designees shall consider community resources such as clothing or financial donations from corporations, members of the community, local businesses, parent organizations, and charitable organizations; clothing discounts from local merchants; and providing additional time for a student to obtain clothing that complies with the School Attire Policy. Where other resources or accommodations are inadequate, a principal may submit a request for assistance to the Assistant Superintendent of Schools. The Assistant Superintendent or his/her designee shall ensure that necessary clothing or financial assistance is provided to the principal, who in turn shall address the clothing needs of the student.

12. Accommodation of Free Expression

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

Students

Student Attire (continued)

13. Administrative Review.

Any student who believes that their school has not reasonably accommodated his or her bona fide religious, health or financial needs or right of free expression, may submit a written objection on their own or through their parents/guardians to the school's principal. The principal shall respond in writing to the student and his or her parents/guardians within fourteen (14) days. Any student or parent/guardian dissatisfied with the principal's response

may submit a written appeal to the Hartford Public Schools Board of Education. The Board or its designee may request such additional information from the school, the student, and/or the parents/guardians as it deems necessary. The Board or its designee shall issue a written decision on the appeal within twenty-one (21) days.

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

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

Students

Bullying Prevention and Intervention

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

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

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

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

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

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

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

Consistent with the requirements under state law, the Hartford Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be

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Bullying Prevention and Intervention (continued)

responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall:

- 1) By July 1, 2012, require each school to designate a safe school climate specialist. This specialist shall be the principal or principal designee who is qualified to implement the requirements of Public Act 11-232.
- 2) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- 3) enable the parents or guardians of students to file written reports of suspected bullying;
- 4) 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;
- 5) 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;
- 6) 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;
- 7) include a prevention and intervention strategy for school employees to deal with bullying;
- 8) provide for the inclusion of language in student codes of conduct concerning bullying;
- 9) 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;
- 10) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
- 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;

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Bullying Prevention and Intervention (continued)

- 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, (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.

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

Not later than January 1, 2012, the Hartford Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web

site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References: Connecticut State Statutes:

10-145a, 10-145o;

10-220a;

§ 10-222d, 10-222g, 10-222h;

§§ 10-233a through 10-233f; and

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

Policy Adopted: September 20, 2011

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut.

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FORMS

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

Hartford Public Schools

Staff Form for Reporting Bullying Behavior

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

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

Name of Student (Target): _____ DOB _____

Date: _____ Time: _____ Grade/Room _____

Reported by: Student (Target): _____ Bystander: _____ Adult: _____

Where Incident Occurred: _____

Description of Incident: _____

TARGET IS REQUESTING ANONYMITY: YES _____ NO _____

Behaviors: Check all that apply

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

Are there immediate safety needs: Yes _____ No _____

If yes, send student to office for prompt attention.

Specific Concerns: Check all that apply

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

Hartford Public Schools

Bullying Reporting Form

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Investigation (target, witnesses, alleged bully) _____

Person/Team Investigating (Include Role) _____

Act of Bullying Verified: Yes _____ No _____

Date entered into school log: _____

Intervention/Action Taken: _____

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

Parent of bully notified: _____ Date: _____ By
Whom _____

Parent of target notified: _____ Date: _____ By Whom: _____

Administrator's Name (Print) _____

Administrator's Signature: _____

Hartford Public Schools

Parent Form for Reporting Bullying Behavior

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

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

Name of Student (Target): _____ DOB _____

School: _____ Grade: _____ Teacher: _____

Parent Name: _____ Tel/Cell: _____
Email: _____

Date of Report: _____ Date Received at
School: _____

Full Name of Alleged Bully: _____ Grade: _____

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

ANONYMOUS REPORT:

1. Please DO NOT use my child's name (signature) _____

2. It is ok to use my child's name (signature) _____

TO BE COMPLETED BY SCHOOL: Date Investigated: _____

By Whom: _____

Date Parent Notified of Outcome: _____ By

Whom: _____

Bullying Verified: Yes _____ No _____

Hartford Public Schools

Elementary Student Form for Reporting Bullying

My name is: _____

I am in grade: _____ My teacher's name is: _____

The name of the bully is: _____

The bully is in grade: _____

The bully makes me feel:

Note: When a student report is received, the principal, or designee, must ask the child if it is an anonymous report. An anonymous report means that the target's name cannot be used.

Form B3 - Rev. 8/5/08

Hartford Public Schools

Secondary Student [Grades 6-12] Form for Reporting Bullying Behavior

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

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

Name of Student (Target): _____

DOB _____

School: _____

Grade: _____

Parent Name: _____

Tel/Cell: _____ Email: _____

Date of Report: _____ Date Received at School:

Full Name of Alleged Bully: _____ Grade:

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

ANONYMOUS REPORT:

1. Please DO NOT use my name (signature)

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

TO BE COMPLETED BY SCHOOL

Date Investigated: _____ By Whom:

Date Student/Parent Notified of Outcome: _____ By

Whom: _____

Bullying Verified: Yes _____ No _____

Students

Administration Of Student Medications In The Schools

Definitions

1. Administration of medication means the direct application of a medication by inhalation, ingestion, or by any other means to the body of a person.
2. Authorized prescriber means a physician, dentist, advanced practice registered nurse or physician assistant.
3. Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.
4. Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.
5. Error means: (1) the failure to do any of the following as ordered:
 - a. administer a medication to a student;
 - b. administer medication within the time designated by the prescribing physician;
 - c. administer the specific medication prescribed for a student;
 - d. administer the correct dosage of medication;
 - e. administer medication by the proper route; and/or
 - f. administer the medication according to generally accepted standards of practice; or(2) administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student.
6. Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.
7. Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.
8. Medication Emergency means an untoward reaction of a student to a medication.
9. Medication order means the authorization by an authorized prescriber for the administration of medication to a student during school hours for no longer than the current academic year.

Students

Administration Of Student Medications In The Schools

Definitions (cont.)

10. Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.
11. Principal means the administrator in the school.
12. School means any educational facility or program which is under the jurisdiction of the Board.
13. School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.
14. Self administration of medication means that a student is able to identify and select the appropriate medication by size, color, amount, or other label identification; knows the frequency and time of day for which the medication is ordered; and consumes the medication appropriately.
15. Teacher means a person employed full time by Board who has met the minimum standards as established by Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

General Policies On Administration of Medications

1. No medication, including non-prescription drugs, may be administered by any school personnel without:
 - a. the written medication order of an authorized prescriber; and,
 - b. the written authorization of the student's parent or guardian.
2. Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
3. Medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse:
 - a. in the case of oral, topical, or inhalant medications, a principal or a teacher who has been properly trained to administer such medications to students;
 - b. in the case of injectable medications, a principal or a teacher, but only when a student suffers a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death; or

Students

Administration Of Student Medications In The Schools

General Policies (cont.)

- c. students who are able to self administer medication, provided;
 - i. an authorized prescriber provides a written order for such self administration;
 - ii. there is a written authorization from the student's parent or guardian;
 - iii. the school nurse has evaluated the situation and deemed it safe and appropriate, has documented this in the student's cumulative health record, and has developed a plan for general supervision;
 - iv. the principal and appropriate teachers are informed the student is self administering prescribed medication;
 - v. such medication is transported to school and maintained under the student's control in accordance with this policy.

Documentation and Record Keeping

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

Students

Administration Of Student Medications In The Schools

Documentation (cont.)

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

Errors In Medication Administration

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

Medication Emergency Procedures

1. Whenever a student has an untoward reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

Students

Administration Of Student Medications In The Schools

Medication Emergency Procedures (cont.)

2. Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - a. use of the 911 emergency response system;
 - b. application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - c. contact with a poison control center; and
 - d. transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

3. As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

Supervision

1. The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.

2. The school nurse's duty of general supervision includes, but is not limited to the following:
 - a. availability on a regularly scheduled basis to:
 - i. review orders or changes in orders, and communicate these to personnel designated to give administer medication for appropriate follow-up;
 - ii. set up a plan and schedule to ensure medications are given;
 - iii. provide training to licensed nursing personnel, principals and teachers in the administration of medications;
 - iv. support and assist other licensed nursing personnel, principals and teachers to prepare for and implement their responsibilities related to the administration of specific medications during school hours; and,
 - v. provide consultation by telephone or other means of telecommunications.

Students

Administration Of Student Medications In The Schools

Supervision (cont.)

- b. in addition, the school nurse shall be responsible for:
 - i. implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - ii. reviewing, on a monthly basis, all documentation pertaining to the administration of medications for students;
 - iii. performing work-site observation of medication administration by teachers and principals who have been newly trained to administer medications; and,
 - iv. conducting periodic reviews, as needed, with licensed nursing personnel, principals and teachers, regarding the needs of any student receiving medication.

Training of School Personnel

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

Students

Administration Of Student Medications In The Schools

Handling, Storage and Disposal of Medications

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

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

Students

Child Abuse and Neglect

The Hartford Board of Education recognizes the school district's moral and legal obligation to protect children whose health and welfare may be adversely affected through injury and neglect and to ensure a safe and nurturing environment.

Connecticut General Statutes (17a-101) requires all certified employees, principals, guidance counselors, nurses, social workers, paraprofessionals, and other mandated reporters who have reasonable cause to suspect or believe a child has been abused to make an oral report of such information to the Department of Children and Families (DCF) or local or state police, followed by a written report to DCF within 72 hours unless a school employee is suspected of causing such abuse.

While the state law defines certain school employees as "mandated reporters", the Hartford Board of Education believes all individuals who interact with students have an obligation to report suspected child abuse. Therefore when any individual, who interacts with students as part of their professional responsibility to the Board of Education, has a concern about a potential case of child abuse or neglect, he/she must immediately notify the building principal or the principal's designee.

The law provides for immunity from any civil liability or criminal penalty to all who participate in good faith in the making of a report; investigation; and judicial proceedings resulting from such a report.

Orientation for new staff and an annual review of the guidelines for all shall be provided.

Legal Reference: Connecticut General Statutes
 17a-101 Protection of children from abuse. Reports
 required of certain professional persons. When child may
 be removed from surroundings without court order.
 17a-102 Report of danger of abuse.
 17a-103 Reports by others.

Students

Child Abuse and Neglect

This regulation is intended to safeguard children whose health and welfare may be adversely affected through injury and neglect, and to ensure a nurturing and safe environment. Reports should be made where there is reasonable cause to suspect or believe that any child under the age of eighteen:

1. Has had physical injury or injuries inflicted upon him/her (other than by accidental means) by a person responsible for the child's health, welfare, or care, or by a person given access to the child by a responsible person.
2. Has injuries which are at variance with the explanation given of their occurrence.
3. Is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, deprivation or necessities, emotional maltreatment, or cruel punishment.
4. Has been neglected in one or more of the following ways:
 - a. Has been abandoned;
 - b. Is being denied proper care and attention, physically, educationally, emotionally, or morally;
 - c. Is being permitted to live under conditions, circumstances, or associations injurious to the child's well-being;
5. Is in danger of being abused even though one does not have reasonable cause to suspect or believe any such abuse has actually occurred.

Report of Child Abuse

Any staff member who has reasonable cause to suspect that a child has been abused or neglected must report the abuse immediately to the principal. This staff member becomes the "mandated reporter."

School principal (or his/her designee) confers with the school nurse, psychologist, social worker or other appropriate personnel to obtain pertinent information about the student as necessary.

The mandated reporter (i.e., teacher guidance counselor, etc.) phones report of suspected abuse immediately to the Department of Children and Family Services (ask for Protective Services Supervisor of the Intake Unit) or the police.

Students

Child Abuse and Neglect

Report of Child Abuse (continued)

The concerned staff member brings the matter to the attention of the school principal (or his/her designee) immediately after making the report.

Principal (or his/her designee) notifies the Director of Pupil Personnel Services (or his/her designee).

Director of Pupil Personnel Services maintains the school system's central file on cases of suspected abuse.

School principal and/or his or her designees may inform parent of referral after consultation with DCF if they feel parent will not punish their child with further abuse, or:

1. May request parent conference at school immediately, or
2. May take child home and confer with parent, or
3. In an emergency situation, take child for medical care.

In accordance with C.G.S. 17a-101, a written report of Suspected Child Abuse is sent to the Department of Children and Family Services by the reporter within 72 hours of oral report. A copy of the report is sent to the Director of Pupil Personnel Services.

Reporting of Child Abuse by School Employees

Any staff member who has reasonable cause to suspect that a child has been abused by a school employee must report the abuse immediately.

The mandated reporter (i.e., teacher, guidance counselor, etc.) phones report of suspected abuse immediately to the Department of Children and Family Services (ask for Protective Services Supervisor or the Intake Unit) and the police.

The staff member shall immediately notify the building principal or his/her designee and the Superintendent. The Superintendent or his/her designee shall immediately notify the parent.

A written report of Suspected Child Abuse is sent to the Department of Children and Family Services and to the police department by the reporter within 72 hours of oral report. The report must name the child, parents, child's age, nature and extent of injuries, evidence of previous injury or maltreatment to child or sibling, the name of the suspected school employee, and any other information that might be helpful in protecting the child.

Students

Child Abuse and Neglect

Reporting of Child Abuse by School Employees

The Superintendent is obligated to immediately begin to investigate the report, and normally complete the investigation within two school days. If he or she finds evidence of child abuse by a school employee, must immediately notify the child's parent or guardian, the local or state police, and the Department of Children and Family Services. If there is no evidence, the Superintendent must still notify all parties of the outcome. 5. When an investigation produces such evidence, and the employee in question is in a position requiring certification, the Superintendent may suspend the certified employee, with pay and without termination of benefits, provided that he or she notifies the Board of Education of the reasons for the suspension within seventy-two hours.

The suspension of a certified employee remains in effect until the school board takes action under the Teacher Tenure Act.

If a certified school employee is convicted of a crime involving child abuse, the state's attorney must notify the Superintendent of Schools and the State Board of Education is obligated to commence proceedings to revoke certification in such an event.

When an investigation produces such evidence and the employee in question is not in a position requiring a certificate, the Superintendent may discipline the employee in accordance with the provisions of the relevant collective bargaining agreement and/or of Board policy.

Legal References: Connecticut General Statutes
 17a- 100 111 treatment of children.
 17a-101 Protection of children from abuse. Reports
 required of certain professional persons. When child may
 be removed from surroundings without court order.
 17a- 102 Report of danger of abuse.
 17a-106 Cooperation in relation to prevention, identification
 and treatment of child abuse/neglect.

Students

Suicide Prevention and Intervention

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

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

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

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

Students

Suicide Prevention and Intervention

Management of Suicidal Risk

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

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

Students

Suicide Prevention and Intervention

Management of Suicidal Risk (continued)

- d. If the parent/guardian does not follow through, thereby leaving the student "at-risk", a medical referral to the Department of Children and Families (DCF) should be made (if the student is less than 18 years of age). The parent/guardian should be notified as soon as possible that such a referral has been made.
 - e. The SAT staff member may notify other staff, as necessary to protect the student and others.
 - f. The SAT staff member may refer student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning Placement Team or other staff as appropriate for further consultation and planning.
 - g. The SAT staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.
4. If the student is assessed to be "in imminent danger":
- a. The SAT staff member shall ensure that the student is not left alone.
 - b. The SAT staff member shall notify the parent/guardian and request that the student be picked up at school and taken to a medical or mental health professional for thorough suicidal risk evaluation.
 - c. When the parent/guardian arrives at school, the SAT staff member shall meet with him/her to discuss:
 - the seriousness of the situation;
 - the need for an immediate suicide risk evaluation at a medical or mental health facility, or other appropriate evaluation(s);
 - the need for continued monitoring of the student at home if he/she is released following the evaluation;
 - referral to appropriate professional services outside the school system; and
 - a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
 - d. The SAT staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome.

Students

Suicide Prevention and Intervention

Management of Suicidal Risk (continued)

- e. The SAT staff member shall inform the principal of the course of events and the outcome.
- f. The SAT staff member may notify other staff, as necessary to protect the student and others.
- g. The SAT staff member may refer the student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.
- h. If the parent/guardian is unable to come to school:
 - the SAT staff member shall provide over the telephone information as to available resources outside and within the school system, and shall plan follow-up contacts.
 - the SAT staff member will notify the parent/guardian of his/her intent to and arrange transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
 - police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.
 - the SAT staff member shall document in writing the course of events and the outcome.
 - the SAT staff member shall inform the principal of the course of events and the outcome.
- i. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action.
 - the SAT staff member shall meet with the building principal to develop an immediate plan focused on protection of the student.
 - the SAT staff member shall notify the parent/guardian of the plan and shall inform the parent/guardian that the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative (if the student is less than 18 years of age).
 - the SAT staff member shall arrange for an emergency vehicle to transport the student to the hospital or an appropriate mental health facility; shall inform hospital staff of the situation; shall plan follow-up in relation to hospital staff or mental health facility staff decisions as to how to proceed.
 - the SAT staff member shall consult and cooperate with DCF as necessary.
 - the SAT staff member shall document in writing the course of events and the outcome.

Students

Suicide Prevention and Intervention

Management of Suicidal Risk (continued)

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

Suicide Education/Prevention - Students and Staff

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

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

Students**First Amendment Rights**

The Board of Education recognizes that students have the right to express themselves verbally, in writing, and by posting of materials in the schools. Such expressions shall be done in a judicious manner and shall be subject to review by the appropriate authority to determine that the content and the form are not obscene, libelous, vulgar or substantially disruptive to the educational process.

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Students

Search and Seizure

Use of Metal Detectors

1. Deployment of Metal Detecting Devices
 - A. In view of the escalating presence of weapons in America's schools today, the Hartford Board of Education for the Hartford Public Schools authorizes the use of handheld metal detectors to check a student's person or personal effects.
2. Non-discriminatory Metal Detector Searchers
 - A. School officials or law enforcement officers may conduct metal detector checks of groups or individuals if the checks are done in a minimally- intrusive, nondiscriminatory manner (e.g., upon students entering the school; all students in a randomly selected class; on every third individual entering an athletic event). Metal detector checks of groups or individuals may not be used to single out a particular individual or category of individuals.
 - B. If a school official or a law enforcement officer has a reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal-containing object or weapon, he or she may conduct a metal detector check of the student's person and personal effects. A student's failure to permit a metal detector check as provided in this policy will be considered grounds for disciplinary action.
3. Notification of Metal Detector Use
 - A. Upon enrollment and at the beginning of each school year, students and parent/guardians shall receive notice that the district may use hand held metal detector checks as a part of its program to promote safety and deter the presence of weapons.
 - B. If a school principal or his/her designee determine that they want to deploy hand-held metal detectors on a random basis. They shall consult with appropriate staff and parents.

Policy adopted: November 1, 2005

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

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Students

On-Campus Recruitment

Subject to the provisions of subdivision (11) of subsection (b) of section 19 of the Connecticut General Statutes, the high schools of the school district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and state armed services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education.

Students and their parents must be informed at the beginning of each school year of their right to request that the student's name, address and telephone number not be released to military recruiters.

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

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

(cf. 5124 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-221b Boards of Education to establish written uniform
policy re treatment of recruiters.

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Students**Conducting Research in the Schools**

The board recognizes the importance of research and surveys as means of improving the instructional program for the district's students and also recognizes the need to monitor and control the amount of time and energy expended by both staff and students on research projects sponsored by agencies and individuals from outside the district. Therefore, external agencies or individuals desiring to conduct research studies or surveys involving either students or staff members during the school day must submit a written prospectus to the superintendent or his/her designee, for approval prior to initiation of the study. To be approved, all such research proposals or surveys must demonstrate that the projected findings will have value to either the district as a whole or to a unit within the district, and not be unduly disruptive or time consuming of the normal educational process.

Students

Conducting Research in the Schools

Application Procedures

Any individual or organization wishing to conduct a research, evaluation, survey, or test development project involving students or staff of the Hartford Public Schools must submit a letter of application to the Superintendent of Schools containing the following information:

1. A description of the study, no more than three pages in length. The following information should be included:
 - a. Rationale and objectives;
 - b. Population or subjects to be studied;
 - c. Educational intervention (if any);
 - d. Data collection procedures including what data will be collected, who will do the data collection, and how much student and/or staff time will be needed;
 - e. Potential benefits to the District which may accrue from this project;
 - f. Plan for obtaining informed consent;
 - g. Plan for providing feedback and/or debriefing subjects and parents.
2. Samples of all instruments and/or instructional materials to be used;
3. Sample of informed consent letter(s) (See Appendix A);
4. Timelines or schedule of events for the project.

Review Process

Completed applications will be reviewed by the Superintendent of Schools or designee and such other personnel as may be necessary to evaluate the feasibility of conducting the proposed study in the Hartford Public Schools. A minimum of three weeks is required for review of the proposal

The Superintendent or designee will consider the following questions in deciding whether or not to approve the request.

1. Can the research be carried out without interfering with the teaching-learning process for students or staff?
2. Can school time reasonably be devoted to the request?
3. Are the instruments and/or instructional materials appropriate for use in the school setting?
4. Are the dignity and personal rights of those who would be involved in the study protected?
5. Is there any potential for invasion of privacy of students, families or employees?
6. Does the informed consent letter provide a clear and accurate description of the research?
7. Does the request contain a convincing statement of how the research may be useful?

Students

Conducting Research in the Schools

8. Is the research relevant to the mission of the school district rather than relevant to the goals of the sponsoring individual or agency?
9. Does the proposal appear feasible?
10. Does the design of the proposal achieve what is expected?
11. Is the proposal consistent with District policies?
12. Has the proposal been approved by the institution or funding agency with which the research is affiliated? If applicable, has the research been approved by "rights of human subjects" or other institutional review committee?
13. Does the research plan ensure confidentiality of sources of data?

Approval and Monitoring Procedures

If the proposed study passes the initial review, the following steps will be taken:

1. Contact principals/program managers in schools/programs where the study might be conducted. The written description of the project and other supporting materials will be sent to the principal/program manager for review. If the proposed study passes the principal's review, it will be returned to the Superintendent or designee for final approval.
2. A letter will be sent to the research applicant giving approval to conduct the proposed project in the school(s) programs(s) designated. A copy of this letter will be sent to each principal/program manager involved.
3. The research applicant will contact the principal(s) /program manager(s) to make arrangements for conducting the study.

It is expected that the researcher will conduct the project in accordance with the procedures as outlined in the approved proposal. The researcher is also expected to keep the principal/program manager and the Superintendent of Schools informed regarding the progress of the data collection and to submit a written report of the project when it is completed.

Students

Conducting Research in the Schools

Suggestions for Informed Consent Letters

1. Introduction of the researcher, institutional affiliation, source of funding, and any other pertinent information (e.g., part of doctoral dissertation research);
2. Purpose of the study stated in simple English avoiding jargon and unnecessary details;
3. Description of what the subject will be doing, where, when and for how long;
4. A sample "invitation" to participate in the study;
5. Assurances about confidentiality and independence of research from grades, school records, etc., if appropriate;
6. The assurances necessary under "rights of human subjects" regulations;
7. A name and number of someone to call, if there are questions about the study.

If you like, you may mention that your research has been approved by the District, or that the District and the school have agreed to cooperate in your study.

The consent form should be a tear-off so that a parent or subject can keep the description of your study for reference. The consent form should provide spaces for the subject's name, the name of the person signing for the subject, the name of the investigator asking for consent, and the date that the form was signed. It is generally helpful to provide a space to check "do or do not" consent, so that non respondents can be distinguished from those not giving consent. Also, it is wise to indicate where and how the consent form is to be returned.

Students

Acceptable Use and Internet Safety Policy

Purpose

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

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

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

Scope

The Board will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and online-bullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter

Internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during use.

HPS Network

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

the network.

5171.1

Acceptable Use and Internet Safety Policy (continued)

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

Acceptable network use by district students includes:

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

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

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

No Expectation of Privacy

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

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

Acceptable Use and Internet Safety Policy (continued)

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

Disciplinary Action

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

Oversight

The Administration shall develop regulations setting forth procedures to be used in an effort to ensure that such computer systems are used by students solely for education related purposes. As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

Legal References:

Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C. 254(h)
Conn. Gen. Stat. 53a-182b; 53a-183; 53a-250
Electronic Communications Privacy Act, 18 U.S.C. 2510 through 2520
No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. 6777
Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 U.S.C. 254(h)(5)(B)(iii).

Policy adopted: September 14, 1999
Policy updated: November 1, 2005
Policy revised: May 19, 2009
Policy revised: September 18, 2012

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Students

Physical Restraint and Seclusion of Students at Risk

All students requiring special education, or a student being evaluated for special education and awaiting determination, enrolled in Hartford Public Schools who exhibit behaviors that result, or may result, in immediate or imminent injury to the student or to others may be subject to physical restraint and/or seclusion in accordance with Public Act No. 07-147 and Connecticut General Statutes Section 46a – 150 through 46a – 154.

Definitions:

Provider: A person who provides direct care, education or supervision of a person at risk as a teacher, administrator, paraprofessional, school nurse, school psychologist, social worker or security officer.

Person At Risk: A child who is receiving special education by a local or regional board of education, or a child being evaluated for eligibility for special education and awaiting a determination.

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

The term does not include:

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

Seclusion: The confinement of a student in a room, whether alone or with staff supervision, to prevent the student from leaving. The term does not refer to in-school suspension, time out or disciplinary detention. Except in emergency situations seclusion may be used only if specified in the students IEP and if other less restrictive interventions have been ineffective.

Physical Restraint and Seclusion of Students at Risk (continued)**Restraint Procedures:**

In all situations, even those in which a student becomes physically violent, the Hartford Public Schools will act to protect the welfare, safety and security of all students, staff and property. Whenever possible, attempts will be made to use early intervention strategies to prevent or defuse potentially assaultive or dangerous behaviors.

Involuntary physical restraint is to be used solely as an emergency intervention to prevent immediate or imminent injury to the student or to others. Providers should use physical restraint only as a last resort after all other verbal and nonverbal strategies have been attempted. The sole purpose for using physical restraint is to keep the acting out student and others safe. This temporary intervention strategy allows the provider to take control until the student can regain control of his/her own behavior.

Physical restraint will be promptly terminated when the student has regained physical and/or emotional control. When the need arises for physical restraint, the least restrictive physical restraint technique requiring the least amount of force will be used.

Providers will not use any form of physical restraint for which they have not been trained.

Physical restraint will not be used as discipline.

Seclusion Procedures:

Seclusion should be limited to cases of immediate or imminent risk of injury to self or others and cases in which the method is specified in the IEP of a student.

Seclusion should typically not exceed one hour.

Seclusion will not be used as discipline.

Monitoring of Physical Restraint and Seclusion:

Any student who is physically restrained will be continually monitored by the provider for indications of physical and/or mental distress.

Any student placed in seclusion will be continually monitored for indications of physical and/or mental distress.

Physical Restraint and Seclusion of Students at Risk (continued)**Documentation of Physical Restraint and Seclusion:**

Any use of physical restraint or seclusion must be documented in the student's educational record.

School staff will notify the parents or guardians of a student within 24 hours after the use of physical restraint or seclusion. If contact cannot be made, school staff will send a copy of the written incident report within one school day of the use of physical restraint or seclusion.

The principal will notify the Assistant Superintendent of Support Services quarterly regarding incidents of physical restraint and/or seclusion that occur in their respective buildings or programs.

The Hartford Public Schools will record the number of physical restraint and seclusion incidents on an annual basis and will share such documentation with the Hartford Board of Education annually and with the State Board of Education upon request.

Training:

All providers who may need to use physical restraint and/or seclusion will receive appropriate training.

Legal References: C.G.S. Sec. 10-76d et seq.
C.G.S. Sec. 10-220;
C.G.S. Sec. 10-235;
C.G.S.: Sec. 46a-150 through 46(a)-154; and
C.G.S. Sec. 53a-18.

Policy adopted: May 17, 2011

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

Instruction**School Ceremonies and Observances**

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

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

Legal Reference: Connecticut General Statutes

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

Instruction**Homework**

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

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

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

Instruction

Homework/Make-Up Work

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

The educational value of homework assignments depends, to a large extent, on the independent study skills that the youngster has acquired. Beyond the control of the school, but still very important, are the conditions provided in the home whereby the pupil is encouraged to work independently and to do the best possible job with the assignment at hand. A quiet, secluded spot and an encouraging attitude on the part of the parent will be major factors in the effectiveness with which a child undertakes the task of homework assignments.

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

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

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

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

Instruction

Homework/Make-Up Work

Homework (continued)

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

Elementary School

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

Middle School

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

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

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

Senior High School

The amount of outside preparation required increases markedly at the senior high school level, particularly for the college bound student. The ability to work successfully without supervision is one of the most important attributes a student can offer in his/her candidacy for college acceptance. Independent study by means of both short-term and long-term assignments becomes a valuable preparation for the more rigorous requirements of the curriculum at college.

Instruction

Homework/Make-Up Work

Senior High School (cont.)

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

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

Instruction

Graduation Requirements

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

Purpose

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

Research-based High School Models

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

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

Rigor

College-Ready Preparation

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

Course Levels

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

College Credits

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

Instruction

Graduation Requirements (continued)

Relationships

Small Learning Community

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

Relevance

Unique Learning Opportunities

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

The Capstone Experience (1 credit, required)

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

Minimum Diploma Requirements

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

* Students will be required to take four years of mathematics

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

Instruction

Graduation Requirements (continued)

Curricular Support

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

Time Support

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

Core Curriculum Completion and Credit

- All core courses (English, Math, Science, History, World Language) will include clearly defined learning objectives aligned with State Standards (when applicable).
- Course completion and credit will be dependent upon the demonstration of mastery of the essential learning objectives for each course.
- District unit assessments designed to measure these essential learning objectives will be required for course completion.
- Students will receive timely instructional support to master the essential learning objectives
- Students will have multiple opportunities to demonstrate mastery of the essential learning objectives
- Schools with an overall school index in the goal range will be required to take the district's end-of-course assessments

Theme-based Curriculum Completion and Credit

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

Credits

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

Instruction

Graduation Requirements (continued)

Grade Promotion Requirements

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

CAPT Completion for Graduation Requirements

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

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

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

Alternative Measures for Reading across the Disciplines

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

Alternative Measures for Writing across the Disciplines

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

Alternative Measures for Math

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

Alternative Measures for Science

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

Instruction

Graduation Requirements (continued)

Parent and Student Notification

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

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

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

Course of Study

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

Special Education

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

English Language Learners (ELL)

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

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

Timeline

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

Instruction

Graduation Requirements (continued)

Grading

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

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

High Honors: 4.0 and above

Honors: 3.0-3.99

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

Policy revised: June 17, 2008

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

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

Instruction

Graduation Requirements

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

Purpose

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

Course Levels

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

*Advanced Placement/Early College Experience/Dual Enrollment

College Credits

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

Capstone Experience (1 credit, required)

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

Instruction

Graduation Requirements (continued)

Minimum Diploma Requirements

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

* Or equivalent substitution course(s)

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

Instruction

Graduation Requirements (continued)

Curricular Support

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

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

Student Success Plan

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

Credits

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

1. Successful completion of a course taken in grades nine to twelve as stipulated in subsection (f) of section 10-221a of the general statutes (Effective July 1, 2013) that defines a credit as not less than the equivalent of a forty-five minute class period for each school day of a school year,
2. Credit or part of a credit earned at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited as stipulated in subsection (g) of section 10-221a of the general statutes (Effective July 1, 2010) that defines a three-credit semester course, or its equivalent, at such institution equal to one-half credit toward high school graduation,
3. Through successful completion of online coursework, provided that the Hartford Board of Education has adopted an on-line coursework policy and the course is in accordance with the policy,
4. Through the demonstration of course mastery based on competency and performance standards,
5. Through the successful completion of any course in grades seven or eight that corresponds directly to the subject matter of a specified course requirement in grades nine to twelve and the student has demonstrated mastery on the corresponding high school level end-of-course assessment,
6. Through successful completion of a world language course in grades six, seven, or eight through online coursework or coursework completed

Instruction

Graduation Requirements (continued)

privately through a nonprofit provider, and the student has demonstrated a passing grade on an examination prescribed by the Commissioner of Education for which up to four credits may be awarded, and/or

7. Through achievement of a passing grade on a subject proficiency examination identified and approved by the Commissioner of Education.
8. Through the completion of not less than fifty hours of actual service performed outside of the regular school day in connection with a planned community service learning project supervised by a certified school administrator or teacher and supplemented by not less than ten hours of related classroom instruction, for which 0.5 elective credit may be awarded. In Hartford Public Schools, a student may only participate in this option once.

State Mandated Assessments

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

Parent and Student Notification

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

Special Education

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

English Language Learners (ELL)

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

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

Instruction

Graduation Requirements (continued)

Timeline

The Board directs the Superintendent to implement the High School Graduation criteria above beginning with the entering high school Freshman Class of 2016-2017 which will be the graduating Class of 2020.

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

Policy adopted: January 4, 2000
Policy revised: August 27, 2002
Policy revised: November 1, 2005
Policy updated: June 17, 2008
Policy revised: May 20, 2014

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

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

Instruction

Grading

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

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

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

Legal Reference: Connecticut General Statutes
Sec. 10-220g Policy on weighted grading for honors and advanced placement classes.

Instruction

Grading – Administrative Regulations

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

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

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

4-point numeric system

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

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

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

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

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

Weighted Scale

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

*Advanced Placement/Early College Experience/ Dual Enrollment

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

	A+	A	B+	B	C+	C	D+	D
Un-weighted	4.0	4.0	3.3	3.0	2.3	2.0	1.3	1.0

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

The weighted scale is used to determine class rank.